SANTA CRUZ CITY SCHOOLS DISTRICT
MEETING OF THE BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
WEDNESDAY, APRIL 18, 2018
OPEN SESSION BEGINS AT 6:30 P.M.
COUNTY OFFICE OF EDUCATION BOARD ROOM
400 ENCINAL STREET, SANTA CRUZ, CA.

DATE:
TIME:
LOCATION:
EMPLOYEE:

AGENDA

	Item	Purpose / Support
	Agenda	**5:30 p.m.**
1.	**Convene Closed Session**	
1.1.	Roll Call	
1.2.	Public Comments prior to Closed Session	Members of the public may comment on items that ARE listed on the Closed Session Agenda
2.	**Closed Session Items**	
2.1.	Expulsion 11-17-18	Information for a vote in Open Session
2.2.	Property/Liability Claim (Govt. Code Section 54956.95)	Claimant: Paula Smith
2.3.	Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments	Information for possible action
2.4.	Public Employee Discipline/Dismissal/Release/Complaint (Govt. Code Section 54957)	Information for possible action
2.5.	Conference with Labor Negotiators (Govt. Code Section 54957.6)	SCCS Negotiator Parks will provide an update to and receive direction from the Trustees regarding negotiations with the SCCCE for 2017-18.
2.6.	Discussion of Complaint Against Public Employee	Number of Cases: 1
3.	**Convene Open Session**	**6:30 p.m.**
3.1.	Welcome and Pledge of Allegiance	
3.2.	Agenda changes, additions or deletions	

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4.	**Public Comments**	For presentations of matters ***not*** on the Agenda. 3 minutes for individuals; 15 minutes per subject. ***Note to Members of the Public: Thank you for taking the time to attend this meeting. Santa Cruz City School Board Members appreciate your presence and your comments regarding items not on the agenda are valued. Per Santa Cruz City Schools Board Bylaw protocols, Trustees will not comment on Public Comments during this time.***
5.	**Superintendent's and Student Representatives' Reports**	
5.1.	Superintendent's Report	
5.2.	Student Representatives' Reports	
6.	**Board Members' Reports**	
6.1.	Board Members' Reports	
6.2.	Board President's Report	
7.	**Approval of Minutes**	
7.1.	Minutes of the Regular Meeting on March 28, 2018	
8.	**General Public Business**	
8.1.	**Consent Agenda: These matters may be passed by one roll call motion.**	
8.1.1.	Personnel Actions - Certificated	
8.1.2.	Personnel Actions - Classified	
8.1.3.	Purchase Orders, Quotes and Bids	
8.1.4.	Warrant Register	

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	Item	Purpose / Support
8.1.5.	Overnight Field Trip: Santa Cruz High School	
8.1.6.	Williams Quarterly Report	
8.1.7.	Wellness Committee Report	Annual Committee update
8.1.8.	Disposition of Surplus Property	
8.2.	**Consent Agenda: General Contracts & Agreements**	
8.2.1.	Educational Services/Special Education: MOU's with neighboring districts for Special Education Services	
8.2.2.	Business Services: Ed Files - Digitize District records	
8.2.3.	Business Services/Facility: Grade Break Engineering - Harbor High School	
8.2.4.	Agreement: Peace United Church-parking spaces for Westlake ES	
8.2.5.	Contract: Elite Interactive Solutions-Harbor HS remote guarding system	
8.3.	**Consent Agenda: Bond Projects Contracts, Agreements, Proposals & Bids**	
8.3.1.	Agreement: Waterproofing Associates: Re-roofing @ Natural Bridges	
8.3.2.	Agreement Change Order: Waterproofing Associates: Re-roofing @ Natural Bridges	
8.3.3.	Change Order: Ifland Survey-Soquel HS	
8.3.4.	Proposal: M3 Environmental Consulting - abatement oversight for Mission Hill Middle School	

AGENDA

	Item	Purpose / Support
8.3.5.	Agreement: Roofing & Solar Construction, Inc. – Harbor HS Roofing	
8.4.	**Report of Closed Session Actions**	
8.4.1.	Report of Actions Taken in Closed Session	
8.5.	**Items to Be Transacted and/or Discussed**	
8.5.1.	**Educational Services**	
8.5.1.1.	Staff Report: LCAP Update: Response to Intervention (RtI) - Academic	Staff will provide an update on the Response to Intervention (RtI) framework and how SCCS has utilized this framework as a means to ensure that ALL students are making academic progress.
8.5.1.2.	Staff Report: Multi-Tiered Systems of Support (MTSS)	MTSS or Multi-Tiered Systems of Support, is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of ALL students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.
8.5.1.3.	New Business: Approve LCAP Budget & Staffing	Recommendation: Approve the LCAP Budget & Staffing as submitted.
8.5.2.	**Business Services**	
8.5.3.	**Human Resources**	
8.5.3.1.	New Business: Revised Classified Job Descriptions - 1st and/or Final Reading	Recommendation: Appove revisions to 39 Classified Job Descriptions for 1st and/or Final Reading
8.5.3.2.	New Business: Approve Sunshining SCCCE to SCCS	Recommendation: To receive the Santa Cruz City Council of Classified Employees 2017-18 contract proposals to Santa Cruz City Schools for sunshining.
8.5.4.	**Governance/Superintendent**	

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	Item	Purpose / Support
9.	**Adjournment**	
10.	**Return to Closed Session (if necessary)**	
11.	**Closed Session Action Report (if necessary)**	
12.	**Adjournment**	

The board book for this meeting, including this agenda and back-up materials, may be viewed or downloaded online: http://www.sccs.santacruz.k12.ca.us/board-of-education/agendas-&-minutes.html or may be viewed at the District Office, Superintendent's Office, Room 303, 405 Old San Jose Road, Soquel, CA.

Public Participation:
All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz City Schools Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session.

Translation Requests:
Spanish language translation is available on an as-needed basis. Please make advance arrangements with Nancy Lentz by telephone at (831) 429-3410 extension 220.

Las Solicitudes de Traducción:
Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Nancy Lentz por teléfono al numero (831) 429-3410 x220.

Board Meeting Information

1. The Regular Meeting on April 25, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
2. The Regular Meeting on May 9, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
3. The Regular Meeting/Board Self-Evaluation/Study Session re: Budget: May Revise on May 23, 2018, 6:00 p.m., will be held in the Harbor High School Library, 300 La Fonda Avenue, Santa Cruz, CA.
4. The Regular Meeting on June 13, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
5. The Regular Meeting on June 20, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

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MINUTES OF THE REGULAR MEETING
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
March 28, 2018

Convene Closed Session

Board President Vestal called this Closed Session Meeting to order at 5:33 p.m. in the Board Room of the Santa Cruz County Office of Education, 400 Encinal Street, Santa Cruz, CA.

Public Comments for Closed Session Agenda Items

SCCCE President Chacanaca shared that he feels the new State cannabis tax revenues will benefit school districts and the Trustees should expect increased future funding.

Convene Open Session

Board President Vestal called this Regular Meeting Open Session to order at 6:31 p.m. in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

Attendance at Meeting

Sheila Coonerty	Deedee Perez-Granados	Cynthia Ranii	Jeremy Shonick
Patty Threet	Deb Tracy-Proulx	Claudia Vestal	

Student Representative Genesis Smith, Harbor High School
Absent: Student Representative Daniella Werlin-Martinez, Santa Cruz High School

Kris Munro, Superintendent
Patrick Gaffney, Assistant Superintendent, Business Services
Molly Parks, Assistant Superintendent, Human Resources
Frank Wells, Assistant Superintendent, Educational Services
Members of the Audience

Welcome and Format

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

Recognition of Santa Cruz County Superintendent Michael Watkins

Superintendent Munro presented a plaque to County Superintendent of Schools Michael Watkins to express the gratitude of the Santa Cruz City Schools Board of Education for Superintendent Watkins' service and support of the students, families and staff of Santa Cruz City Schools.

Superintendent Watkins received the plaque and noted that it is the intention of the incoming administrator to continue the collaboration between the County and the District. Superintendent Watkins shared that it has been his pleasure to serve and thanked the Trustees and Administrators for this recognition.

Agenda Changes

Board Recording Secretary Lentz informed the Trustees that a revised agenda is on the dais. The changes are highlighted in yellow.

PUBLIC COMMENTS

District parents spoke to advocate for continuing the Mission Hill Middle School 8th grade Spanish elective in the 2018-19 school year. Letters were read by parent Dawn Baxter and a second speaker representing 76 District Parents. Parent Julianna Perry shared a petition signed by 53 students who advocated for the elective. Other parents advocated for an academic Spanish class as opposed to the after school enrichment opportunity.

Soquel High School Parent Carla Sikand spoke to the Trustees regarding a breach of privacy her student experienced in one of his classes. Ms. Sikand is in the process of detailing her conversations with both state and federal personnel regarding the incident in hopes of having a conversation about district policy. Superintendent Munro expressed interest in meeting with Ms. Sikand to resolve this issue.

SUPERINTENDENT'S AND STUDENT REPRESENTATIVES' REPORTS

Superintendent's Report

Superintendent Munro has continued to follow up on feedback provided at the Multi-Tiered Systems of Support (MTSS) retreat, including aligning the Local Control Accountability Plan (LCAP) budget to stakeholder input and MTSS retreat collaboration. On March 17, Santa Cruz City Schools held its first Recruitment Fair at Harbor High School and it was a successful event that drew both Certificated and Classified applicants. The District hosted a kick-off Partnership between Administration and Labor (PAL) meeting at Harvey West Park on March 27. The Superintendent reported that the Special Education Coordinating Agency (SECA) Operations Council is currently evaluating the changes to the AB602 funding formula and the Board will be updated when new information is available. Superintendent Munro has been very pleased to continue to find avenues to connect with our diverse school community via: the Chamber of Commerce Business Fair on March 14; the Housing Neighborhood Advisory Committee on March 22; the groundbreaking ceremony at Harbor High School on March 23; the Santa Cruz High School Women's Equality Meeting on March 26. The Superintendent asked everyone to join her in congratulating Trustee Tracy-Proulx on her re-election to the California School Boards Association (CSBA) Delegate Assembly. The new term will begin on April 1, 2018 and conclude on March 31, 2020.

Student Representative's Report

Student Smith reported that Harbor High School hosted a successful Spring Spirit Week March 19-23, including a student rally and dance. The groundbreaking for the new Harbor High School Field Projects was fun and well attended.

BOARD MEMBERS' REPORTS

Board Members' Reports

Board Member Tracy-Proulx thanked the Board Members for their support of her election to the CSBA Delegate Assembly – she looks forward to continuing to serve in this capacity. Trustee Tracy-Proulx reported being in Sacramento twice this month. The first occasion was mainly legislative lobbying, and Board Member Tracy-Proulx was reminded by her experience how lucky this county/district is to have Representatives who are very committed to and supportive of education. Annual conference planning commits more time to LGBQT issues. The Harbor High School groundbreaking event was very enjoyable.

Trustee Ranii acknowledged Consent Agenda Item 8.1.7. Out of State Travel for Bay View Elementary. This is an opportunity for staff training, and Dr. Ranii applauds and encourages the effort toward this particular training – the Teacher's College Summer Institute on the Teaching of Reading at Columbia University. Dr. Ranii has seem amazing things resulting from this particular model which really accelerates student learning by utilizing differentiated reading materials and differentiated instruction.

Trustee Perez-Granados attended the Harbor High School groundbreaking event and found it exciting to see our bond funds beginning to take action. Dr. Perez-Granados looks forward to our school renovations.

Trustee Threet attended the 4:00 p.m. baseball game between Soquel and Santa Cruz High School – and found more than 60 adults in attendance that afternoon. The game was lots of fun and Board Member Threet is pleased to see such support for the student athletes. Ms. Threet thanked outgoing County Superintendent of Schools Watkins for the collaborative relationship with Santa Cruz City Schools – and looks forward to continuing that relationship with Dr. Sabbah.

Board President's Report

Board President Vestal attended the Delta Charter School Board Meeting where a revised safety plan for the school was approved. A dress code for both students and staff has been established and it was developed through a comprehensive and thoughtful process. Delta is currently preparing for a 25th anniversary celebration. Board President Vestal attended the District PAL meeting at Harvey West Park and enjoyed the data showing how the collaboration between administration and labor positively affects students. The Board President acknowledged Ms. Parks and GSCFT President Carlson for modeling that positive collaboration so well.

APPROVAL OF MINUTES

1. MSP (Ranii/Coonerty) 7-0, the Minutes for the Regular Meeting on February 28, 2018 were approved as submitted.
2. MSP (Perez-Granados/Coonerty) 7-0, the Minutes for the Regular Meeting on March 7, 2018 were approved as submitted.

Consent Agenda

Board Members Shonick and Threet asked for the following items to be removed from the Consent Agenda for a separate discussion and vote: Item 8.1.10.3. Waterproofing Associates: Natural Bridges Roofing; Item 8.1.10.5. Bowman & Williams Survey: Harbor HS Flood Plain; Item 8.1.10.9. Harbor HS Roofing Replacement Bid: Roofing & Solar Construction, Inc.; Item 8.1.10.10 Harbor HS Roofing Replacement Materials Bid: The Garland Company; Item 8.1.10.11. Branciforte MS Roofing Replacement Bid: Andy's Roofing Co., Inc.; Item 8.1.10.12. Branciforte MS Roofing Replacement Materials Bid: The Garland Company. Ms. Tracy-Proulx moved approval of the remaining items on the Consent Agenda, consisting of: Item 8.1.1. Personnel Actions – *Certificated;* Item 8.1.2. Personnel Actions – *Classified;* Item 8.1.3. Purchase Orders, Quotes and Bids; Item 8.1.4. Warrant Register; Item 8.1.5. Budget Transfers; Item 8.1.6. Overnight Field Trip: Costanoa High School; Item 8.1.7. Out of State Travel: Bay View Elementary School; Item 8.1.8. P.E. Waiver Request: Soquel High School; Item 8.1.9.1. Educational Services/Student Services: CSA-Persephone Gonzalez; Item 8.1.9.2. Educational Services/CIA: CSA-School Forward Foundation; Item 8.1.9.3. Educational Services/CIA: CSA-Glad inDE GLAD Training; Item 8.1.9.4. Educational Services/CIA: College Readiness Block Grant-CIA Plan Revision; Item 8.1.9.5. Educational Services/Special Education: APS-Deborah Bell; Item 8.1.9.6. Educational Services/Special Education: APS-Dr. John Wagner; Item 8.1.9.7. Business Services: Agreement Addendum-

Lifetouch, Inc. - extend for 2018-19; Item 8.1.9.8. Business Services: Agreement Addendum-Covello & Covello – extend for 2018-19; Item 8.1.9.9. Kleinfelder Special Testing & Inspection-Soquel HS Sign; Item 8.1.10.1. Ifland Survey Agreement: DeLaveaga Elementary; Item 8.1.10.2. Ifland Survey Agreement: Bay View Elementary; Item 8.1.10.4. Belli Architects Agreement Amendment: Branciforte MS Parking Lot; Item 8.1.10.6. Leach Group DSA Inspector: Harbor HS Fields Project: Item 8.1.10.7. Padres Associates, Phase 1, Inc.-Santa Cruz HS Modernization Project: Item 8.1.10.8. XL Construction Sublease Payment and General Conditions 3.16 Amendment; Item 8.1.11. Overnight Field Trip: Harbor High School. Dr. Perez-Granados seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – Yes Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

Closed Session Items

8.2.1. Report of Closed Session Actions

1. The Board of Education took action on Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments.
2. There were no updates regarding Public Employee Discipline/Dismissal/Release/Complaint (Govt. Code Section 54957).
3. The Board of Education heard an update from and provided direction to Ms. Parks regarding negotiations with the SCCCE for 2017-18.
4. The Board of Education discussed a Public Employee Performance Evaluation: Title-Superintendent.

ITEMS of BUSINESS to be TRANSACTED and/or DISCUSSED

8.3.2.1. *Committee Report:* Bond Oversight Committee Annual Report

Committee Chair Bill Tysseling presented the report to the Trustees. The Bond Committee met three times, reviewed ballot language for Bond Measures A & B, and received training from both District Staff and Independent Auditor Crowe Horwath on reviewing bond expenditures. Following the review process, the Bond Oversight Committee believes all 2017-17 expenditures made with funds from Bond Measures A & B were in accordance with ballot language and submit this report to the Santa Cruz City Schools Board of Education. Mr. Tysseling confirmed that the district had provided all committee members the link to the online resources offered by the California League of Bond Oversight Committees, and expressed that there had been training from staff. Following Trustee questions, comments and discussion, Mr. Tysseling was thanked for his time and service to the district. This item was informational in nature and no actions were taken by the Board of Education regarding this matter.

8.3.2.2. *Staff Report:* Bond Projects Update

Neil Sellers of Bartos Architects presented the quarterly update on the District's bond budget and expenditures. Information included: high school resources, allocations and expenditures to date; elementary school resources, allocations and expenditures to date. Mr. Gaffney also reported that the cost of issuance of the bonds was less than projected and has resulted in some savings for the district. Following Trustee questions, comments and discussion, Mr. Sellers was thanked for his time this evening. This information was informational in nature and no actions were taken by the Board of Education regarding this matter.

8.3.2.3. ***New Business:*** **Waterproofing Associates: Natural Bridges Roofing**

Board Members Shonick, Threet and Coonerty had some questions regarding this item, and Facilities Services Director Miller provided the necessary information needed by the Trustees to make a decision on approval of this item. Mr. Shonick moved approval of the item and Dr. Coonerty seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – Yes Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

8.3.2.4. ***New Business:*** **Bowman & Williams Survey: Harbor HS Flood Plain**

Board Member Threet reported that this item had been pulled for a separate discussion and vote because she will need to recuse herself from the vote. Mr. Shonick moved approval and Ms. Tracy-Proulx seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – Recuse Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

8.3.2.5. ***New Business:*** **Harbor HS Roofing Replacement Bid: Roofing & Solar Construction, Inc.**

Board Members Shonick and Threet asked questions regarding this item and Ms. Threet stated that she would not approve this bid. Ms. Tracy-Proulx moved approval of this item and Dr. Perez-Granados seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – No Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

8.3.2.6. ***New Business:*** **Harbor HS Roofing Replacement Materials: The Garland Company**

Board Members Shonick and Threet had questions about this item and Facilities Director Miller provided the information needed to make a decision on this matter. Mr. Shonick moved approval of this item and Ms. Tracy-Proulx seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – Yes Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

8.3.2.7. ***New Business:*** **Branciforte MS Roofing Replacement Bid: Andy's Roofing Co., Inc.**

Board Members Shonick, Threet and Coonerty had questions about this item and Facilities Director Miller provided the information needed to make a decision on the matter. Mr. Shonick moved approval of the item and Dr. Ranii seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – Yes Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

8.3.2.8. ***New Business:*** **Branciforte MS Roofing Replacement Materials Bid: The Garland Company**

Board Members Shonick and Threet had questions about this item and Facilities Director Miller provided the information needed to make a decision on the matter. Mr. Shonick moved approval of the item and Dr. Perez-Granados seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – Yes Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

8.3.3.1. ***Staff Report:*** **Working Conditions Survey**

Ms. Parks reported to the Trustees on the Working Conditions Survey. Ms. Parks shared that Santa Cruz City Schools has utilized the New Teacher Center Certificated Employees Working Conditions Survey (TELL) to document and analyze the teaching and learning environments in schools toward developing data-driven improvement plans aimed at advancing student learning. In addition, a committee comprised of representatives from SCCCE Leadership, Cabinet and our Classified Personnel Director drafted our first Classified Working Conditions Survey in the fall of 2016. The data from these surveys supports continuous improvement in district working conditions and our efforts to recruit and retain excellent staff to serve our students. The Certificated working conditions survey included: time; facilities and resources; community support and involvement; managing student conduct; teacher leadership; school leadership; professional development; instructional practices and support. The Classified working conditions survey included: time; facilities and resources; managing student conduct; classified leadership; school/department leadership; professional development; instructional practices and support. Next steps for both employee groups include reviewing results with unit leadership, determine/establish focus areas and establish/review goals for professional development. Following the presentation, Board Members asked questions, made comments and had discussion. This report was informational in nature and the Board of Education did not take any action regarding this matter.

8.3.4.1. ***New Business:*** **Resolution 17-17-18 in Support of City of Santa Cruz Sales Tax Ballot Measure**

Superintendent Munro presented this resolution to the Trustees. On February 27, 2018, the City of Santa Cruz declared a fiscal emergency and passed a resolution moving forward a general purpose tax ballot measure for the Special Election on June 5, 2018. Some of the services that may be cut without additional revenues for the City include services that affect Santa Cruz City Schools students and families, including:

- School Resource Officer
- School Crossing Guards
- Summer Youth Internships
- Parks & Recreation Scholarships
- Emergency Counseling Resources
- Legal Counseling for families in need

Superintendent Munro recommended approval of Resolution 17-17-18 in Support of the City of Santa Cruz sales tax ballot measure. Board Member Tracy-Proulx thanked the Superintendent for bringing this resolution forward and moved approval. Dr. Perez-Granados seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes Perez-Granados – Yes Ranii – Yes Shonick – Yes
Threet – Yes Tracy-Proulx-Yes Vestal – Yes

Student Smith recommended a yes vote on this matter.

9. **Adjournment of Meeting**

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

Board Meeting Schedule Information

1. The Regular Meeting on April 18, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
2. The Regular Meeting on April 25, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
3. The Regular Meeting on May 9, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
4. The Regular Meeting/Board Self-Evaluation/Study Session for the Budget: May Revise on May 23, 2018, 6:00 p.m., will be held in the Harbor High School Library, 300 La Fonda Avenue, Santa Cruz, CA.
5. The Regular Meeting on June 13, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
6. The Regular Meeting on June 20, 2018, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

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

http://www.sccs.santacruz.k12.ca.us/about-us/board-of-education/agendas-a-minutes.html

Respectfully submitted,

Kris Munro, Superintendent
Santa Cruz City Schools

Claudia Vestal, President
Board of Education

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Certificated Personnel Actions

DATE: April 18, 2018

FROM: Molly Parks, Assistant Superintendent, Human Resources

THROUGH: Kris Munro, Superintendent

Recommendation:
We recommend the Board of Trustees approve the certificated personnel actions as submitted.

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

Fiscal Impact:
None

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2018-2019 APPOINTMENTS:

Certificated:

Adam Anapolsky, 1.0 Resource Specialist at Santa Cruz High. Adam's educational background includes a BA in American History from UC Santa Cruz and an MA in Education from the University of Redlands. Adam holds an Intern Education Specialist Instruction Credential for Mild to Moderate Disabilities and an English Learners Authorization. His status is Probationary 0 and he has two years of teaching experience.

Ann Fagan, 1.0 Math Teacher at Mission Hill Middle. Ann's educational background includes a BA in Liberal Studies from Cal Poly San Luis Obispo and an MA in Educational Leadership from San Jose State University. Ann holds a Clear Multiple Subject Teaching Credential, a Supplemental Authorization for Introductory Mathematics and an English Learners Authorization. Her status is Probationary 1 and she has thirteen years of teaching experience.

Sarina Fernandez, .83 Biology/AVID Teacher at Santa Cruz High. Sarina's educational background includes a BS in Biological Sciences from Cal Poly San Luis Obispo. Sarina will hold a Preliminary Single Subject Teaching Credential for Biological Sciences and Chemistry and an English Learners Authorization. Her status is Probationary 1 and she completed her student teaching at Nipomo High School.

Ana Martinez, .80 School Counselor at Soquel High. Ana's educational background includes a BS in Human Services from New England College. Ana will hold an Intern Pupil Personnel Services Credential for School Counseling. Her status is Probationary 0 and she has four years experience as the Counseling Secretary at Soquel High.

Scott Martini, 1.0 Special Day Class Teacher at Branciforte Middle. Scott's educational background includes a BS in Recreation Administration from CSU Chico and an MA in Education from Cal Poly San Luis Obispo. Scott holds a Clear Education Specialist Instruction Credential for Moderate to Severe Disabilities and and English Learners Authorization. His status is Probationary 1 and he has ten years of teaching experience.

Karen McCabe, 1.0 Resource Specialist at DeLaveaga Elementary. Karen's educational background includes a BA in Sociology from Lewis and Clark College and an MA in Social Work from the University of Washington. Karen will hold an Education Specialist Instruction Credential for Mild to Moderate Disabilities and a BCLAD (Spanish) Authorization. Her status is Probationary 0.

2018-2019 APPOINTMENTS (continued):

Certificated:

Suzzanne Ordway, .80 Newcomer Teacher at Harbor High. Suzzanne's educational background includes a BA in English from UC Davis and an MA in Curriculum and Instruction from the University of Mississippi. Suzzanne holds a Clear Single Subject Teaching Credential for English and an English Learners Authorization. Her status is Probationary 1 and she has five years of teaching experience.

David Pillsbury, 1.0 Math at Santa Cruz High. David's educational background includes a BA in Applied Math from UC San Diego and an MA in Education from UC Santa Cruz. David holds a Clear Single Subject Teaching Credential for Mathematics and an English Learners Authorization. His status is Probationary 1 and he has twenty-five years of teaching experience.

Katherine Rowe-Kairys, 1.0 Health/Leadership Teacher at Santa Cruz High. Katherine's educational background includes a BA in Health and Physical Education from Syracuse University and an MA in Education from Brandman University. Katherine holds a Clear Single Subject Teaching Credential for Health Science and Physical Education and and a CLAD Authorization. Her status is Probationary 1 and she has five years of teaching experience.

Ellen Semeniuk, 1.0 Resource Specialist at Mission Hill Middle and Westlake Elementary. Ellen's educational background includes a BA in Art History from UC Los Angeles. Ellen holds a Level II Education Specialist Instruction Credential for Moderate to Severe Disabilities and an English Learners Authorization. Her status is Probationary 1 and she has eight years of teaching experience.

Tegan Shanahan, 1.0 Math Teacher at Harbor High. Tegan's educational background includes a BA in World Arts and Cultures from UC Los Angeles. Tegan holds a Clear Single Subject Teaching Credential for Dance and Mathematics and an English Learners Authorization. Her status is Probationary 1 and she has four years of teaching experience.

Sarah Sherwood, 1.0 Speech Therapist. Sarah's educational background includes a BA in Psychology from UC Santa Cruz and an MA in Speech-Language Pathology from San Jose State University. Sarah holds a Clear Speech-Language Pathology Services Credential. Her status is Probationary 1 and she has nine years of experience.

Jamie Sullivan, 1.0 Speech Therapist. Jamie's educational background includes a BA in English from Saint Mary's College and an MA in Communicative Disorders from San Jose State University. Jamie holds a Clear Speech-Language Pathology Services Credential. Her status is Probationary 1 and she has six years of experience.

EXTRA WORK AGREEMENTS:

Certificated:

Julie Atkinson, Positive Discipline Training for Parents, Westlake Elementary, 4/11/18 - 5/31/18, not to exceed 14 hours

Patricia Dardenne, Puppetry Arts Enrichment Provider, Bay View Elementary, 3/7/18 - 5/2/18, not to exceed 12 hours

Elizabeth Fowler, Basketball & Volleyball Enrichment Provider, Bay View Elementary, 3/5/18 - 5/7/18, not to exceed 9 hours

Elizabeth Fowler, Beach Volleyball Enrichment Provider, Bay View Elementary, 3/9/18 - 5/11/18, not to exceed 12 hours

Elizabeth Fowler, Kindergarten Sports Enrichment Provider, Bay View Elementary, 3/5/18 - 4/30/18, not to exceed 9 hours

Judith Grijalva, Home & Hospital Teacher, Special Education, 3/23/18 - 6/8/18, not to exceed 100 hours

Virginia Hartman, Home & Hospital Teacher, Special Education, 3/14/18 - 6/8/18, not to exceed 60 hours

Katelyn Hochler, Saturday School Teacher, Santa Cruz High, 3/17/18, not to exceed 4 hours

Kathryn Nunnally, Music Enrichment Provider, Gault Elementary, 2/27/18 - 5/4/18, not to exceed 154 hours

Freesia Raine, Musical Games Enrichment Provider, Bay View Elementary, 3/7/18 - 5/2/18, not to exceed 10 hours

Ruth Smith, ELPAC Testing, Curriculum, Intervention and Assessment, 2/1/18 - 6/30/18, not to exceed 40 hours

Henry Wilson, Music Enrichment Provider, Gault Elementary, 2/27/18 - 3/26/18, not to exceed 71 hours

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel Actions

MEETING DATE: April 18, 2018

FROM: Molly Parks, Asst. Superintendent, Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

To approve the classified personnel actions as submitted.

BACKGROUND:

The attached lists of classified personnel actions are submitted in accordance with the District, SCCCE Agreement and the Merit Rules.

Fiscal Impact:

None

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CLASSIFIED EMPLOYEE ACTIONS

Reviewed by Classified Personnel Director: Keneé Houser 4/11/2018

•Employment Actions Concerning Regular Assignments•

Probationary (New Hires or Temporary Employees Made Regular):

Ledesma, Jasmin, Learning Assistant - SMSC, 15hrs/9mos, effective 4/9/18

Munger, Connor, Education Technology Specialist - IT, 40hrs/11mos, effective 4/4/18

Stockton, Frank, Maintenance Specialist - MO, 40hrs/12mos, effective 3/26/18

Promotion:

None

Demotion:

None

Increase/Reduction in FTE - Months/Hours of Service:

None

Additional FTE/Position:

None

39-Mo Reinstatement:

None

39-Mo Reinstatement w/Increase in FTE:

None

63-Mo Reinstatement:

None

Transfer:

Gaona, Barreto Jesus - Custodian - 40hrs/12mos from HH to SQ, effective 3/19/18

Ortiz, Flores, Miguel - Custodian - 40hrs/12mos from SQ to HH, effective 3/19/18

Transfer W/Increase FTE:

None

Provisional Assignments (not to exceed 90 working days):

None

Leave of Absence:

None

Separation from Service:

Martinez, Ana, Secretary III - SQ, 40hrs/11mos, Resignation effective 6/29/19

Nisewaner, Amanda, Mental Health Specialist - SE, 40hrs/10mos, Resignation effective 6/7/18

Shuts, Victoria, Mental Health Specialist - SE, 40hrs/10mos, Resignation effective 6/8/18

Retirement:

None

•Limited Term Project (not to exceed 126 days)/Substitutes: •

New Temporary Employees/EWA:

None

Existing Temporary Employees/EWA:

Blanck, Adrian, Sub Custodian - MO, not to exceed 60hrs, 2/16/18 to 6/30/18

Carranza, Helena, Clerical Assistant - DL, not to exceed 26hrs, 3/2/18 to 3/16/18Catanach Jr., John, System Support Specialist - IT, not to exceed 152hrs, 2/16/18 to 3/15/18

Crone, Jennifer, Sub Custodian - MO, not to exceed 24hrs, 2/26/18 - 6/30/18

LeBlanc, Erica, Instructional Technician-Elementary Intervention - BV, not to exceed 200hrs, 3/7/18 to 6/7/18

Powell Aguilar, Mayra, Instructional Technician/EI - DL, not to exceed 35hrs, 3/11/18 to 6/1/18

Waters, Sierra, Campus Supervisor - HH, not to exceed 24hrs, 3/7/18 to 6/8/18

Existing Regular Employees/EWA:

Ledbetter, Dorothee, Library/Media Services Assistant - CAI, not to exceed 22hrs, 3/3/18 to 5/15/18

Nyland, Barbara, Food Service Worker - FS, not to exceed 5hrs, 1/1/18 to 6/30/18

Robles-Ruiz, Rodrigo, Senior Custodian - MO, not to exceed 24hrs, 3/17/18 to 6/30/18

Limited Term Retiree (not to exceed 960 hours per Government Code 21153):

None

Out of Class:

Sihler, Kris, School Bus Driver - TR, not to exceed 80hrs, 2/16/18 to 6/7/18

Sihler, Kris, School Bus Driver - TR, not to exceed 648hrs, 3/1/18 to 6/7/18

•Employment Actions Concerning Exempt Assignments from the Classified Service•

Stipend:

None

Playground Recess Coach, Yard Duty, Child Care:

Mullins, Marsha, Child Care - DL, not to exceed 5hrs, 3/12/18 to 3/19/18

Solorio, Cuevas, Olga, Yard Duty - DL, not to exceed 95hrs, 3/13/18 to 6/7/18

•Eligibility Lists Established•

Learning Assistant

Mental Health Specialist

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Purchase Orders, Quotes and Bids

MEETING DATE: April 18, 2018

FROM: Patrick Gaffney, Asst. Supt., Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
It is recommended that the Board of Education approve the purchase orders, quotes and bids as submitted.

BACKGROUND:
A detailed report is attached, listing purchase orders, quotes and bids that require Board approval prior to release to vendors. The following definitions are provided to clarify the differences between purchase orders, quotes and bids:

Purchase Orders: For purchases routine in nature and over $2,500 but under the amount required for a quote.

Quotes: When purchases will be $6,500 to $15,000 for contracted work or $12,000 to $90,200 for materials/supplies, several vendors are contacted for written quotations. This process, though not as rigorous as a bid, insures that the District has involved more than one vendor and will secure a competitive price.

Bids: A formal process including advertising to notify prospective bidders, distribution of written specification regarding the work or materials, and compliance with legal guidelines for bidding, must be followed for contracted work projected to cost $15,000 and over, or for materials and supplies in the sum of $90,200 or over. Bids are solicited from a wide pool of prospective vendors, thus assuring that when the award is made to the lowest responsible bidder, the District receives the best price available.

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BOARD OF EDUCATION

April 18, 2018

PURCHASE ORDERS OVER $2500

PO/REQ NO.	SITE	DOLLAR AMOUNT	VENDOR	MATERIALS, SERVICES, ETC.
18-00477	Various	$8,500.00	ABA Building Services	Change Order for Cleaning services as needed. Ongoing Maint.
18-03703	Santa Cruz High	$31,000.00	Advanced Placement Program	AP Tests. Student Payments.
18-00093	Various	$5,000.00	Albert's Plumbing	Change Order for Repairs as needed. Ongoing Maint.
18-00530	Harbor High	$3,270.00	Alphagraphics	Change Order for Printing services. LCFF.
18-03560	B40 Middle	$4,548.62	Anthem Sports	High Jump Value Pack. Donations.
18-03564	Gault	$4,111.82	Apple Computer	Two (2) MacBook Pros. LCFF.
18-03684	B40SS	$2,560.41	Apple Computer	Two (2) iMacs. Title I.
18-03693	Bay View	$4,471.29	Apple Computer	Two (2) MacBook Pros and Accessories. LCFF.
18-03396	Harbor High	$4,770.00	AVID Center	AVID Summer Institute for six (6). Title I.
18-03146	Harbor High	$10,000.00	Belli Architectural	Change Order to cover additional Professional services – Aquatic Center. Bond, Measure A.
18-03147	Soquel High	$10,000.00	Belli Architectural	Change Order to cover additional Professional services – Aquatic Center. Bond, Measure A.
18-03394	Harbor High	$2,955.60	Best Western	Prepay – Hotel Accommodations for AVID Conference. LCFF, Title I.
18-03576	B40SS	$5,978.21	California Premier Restoration	Confirming for Payment – Remediation and Repairs. Ongoing Maint.
18-03672	DeLaveaga	$4,868.00	Cengage	Consumables. Title I, Lottery.
18-03571	Superintendent	$15,000.00	Clifford Moss	Strategic Communications Meetings – District Staff Planning Committee. Unrestricted.

Approved by:_____ Approval Date:_____

BOARD OF EDUCATION

April 18, 2018

PURCHASE ORDERS OVER $2500

PO/REQ NO.	SITE	DOLLAR AMOUNT	VENDOR	MATERIALS, SERVICES, ETC.
18-03612	Facilities	$9,250.00	Colbi Technologies	Confirming for Payment - Bond Project software. Bond, Measure A, B.
18-00112	Various	$5,000.00	Community Tree Service	Change Order for Tree services as needed. Ongoing Maint.
18-03285	Facilities	$3,180.73	Convergeone Inc.	Confirming for Payment - Three (3) HP Computers/Monitors. Ongoing Maint.
18-03360	B40 Middle	$4,997.17	Convergeone Inc.	Twenty (20) Chromebooks. Title I.
18-03361	B40 Middle	$3,302.81	Convergeone Inc.	Three (3) Anywhere Carts. Title I.
18-03250	Bay View	$7,825.26	Delta Education	Foss Science Kits. Lottery.
18-03251	DeLaveaga	$12,347.71	Delta Education	Foss Science Kits. Lottery.
18-03573	Westlake	$8,550.00	Discovery Charters	Prepay – Transportation for May Field Trip. Donations.
18-03437	Westlake	$4,382.20	Follett	Library books. Donations.
18-03489	Soquel High	$4,840.12	Follett	Textbooks. Lottery.
18-03532	Soquel High	$2,828.89	Follett	English novels. Lottery.
18-03565	Soquel High	$2,800.38	Follett	English novels. Lottery.
18-03404	CIA	$5,000.00	Gateway School	Registration for Learning & Brain Conference for Gateway School staff. Title II.
18-03393	Westlake	$3,270.00	Gray's Musical Instrument	Baritone Horns, Trombones. Measure O.
18-03702	DeLaveaga	$20,034.58	Great Minds	Textbooks. Lottery.
18-03704	Westlake	$15,296.52	Great Minds	Eureka Math texts. Lottery.
18-03671	Bay View	$4,707.27	Bay View	Books. Lottery.
18-03326	IT Dept.	$7,500.00	Illuminate	Confirming for Payment - SIS Training. Unrestricted.
18-03574	IT Dept.	$16,852.62	Infinite Campus	Confirming for Payment – Hosting Fees, Reports. Unrestricted.
18-03616	Mission Hill	$9,550.00	M3 Environmental	Locker Room Oversight services. Bond, Measure A.

Approved by:_____ Approval Date:_____

BOARD OF EDUCATION

April 18, 2018

PURCHASE ORDERS OVER $2500

PO/REQ NO.	SITE	DOLLAR AMOUNT	VENDOR	MATERIALS, SERVICES, ETC.
18-03420	Adult Ed	$12,000.00	Madi Group	Professional services - New Portable Placement planning. Insurance.
18-03709	B40SS	$56,160.00	Madi Group	Professional services - Relocate Playground and Lunch. Bond, Measure B.
18-03710	B40SS	$300,500.00	Madi Group	Professional services - AFE New CTE Building. Bond, Measure B.
18-03711	B40SS	$124,100.00	Madi Group	Professional services – AFE Campus. Bond, Measure B.
18-03712	B40SS	$84,725.00	Madi Group	Professional services – AFE Modernization Phase I. Bond, Measure B.
18-03713	B40SS	$46,800.00	Madi Group	Professional services – AFE Portable Demo & Site Work. Bond, Measure B.
18-03714	DeLaveaga	$32,994.00	Madi Group	Professional services – Roofing Project. Bond, Measure B.
18-03715	DeLaveaga	$72,695.05	Madi Group	Professional services – Portable Demo & Site Work. Bond, Measure B.
18-03716	Bay View	$60,585.40	Madi Group	Professional services – Portable Demo & Site Work. Bond, Measure B.
18-03717	DeLaveaga	$71,173.00	Madi Group	Professional services – Parking Lot. Bond, Measure B.
18-03718	Soquel High	$46,800.00	Madi Group	Professional services – New Snack Shack. Bond, Measure A.
18-03719	Soquel High	$27,989.00	Madi Group	Professional services – Tennis Courts. Bond, Measure A.
18-03720	Soquel High	$631,100.00	Madi Group	Professional services – Modernization Phase I. Bond, Measure A.
18-03721	Natural Bridges	$114,545.08	Madi Group	Professional services – Modernization & Repairs. Bond, Measure B.
18-03708	Harbor High	$32,000.00	Max Builders Inc.	Pool House Water Damage repair. Ongoing Maint.

Approved by:_____ Approval Date:_____

BOARD OF EDUCATION

April 18, 2018

PURCHASE ORDERS OVER $2500

PO/REQ NO.	SITE	DOLLAR AMOUNT	VENDOR	MATERIALS, SERVICES, ETC.
18-03346	Santa Cruz High	$3,266.22	Northern Calif. Lacrosse	Prepay Lacrosse Refs. Measure O.
18-03594	Student Services	$3,334.00	Orchid Event Solutions	ASCA Annual Conference for six (6) attendees. MAA.
18-03305	Harbor High	$3,332.68	Organized Sportswear	PE Uniforms. Student Payments.
18-03674	Santa Cruz High	$3,984.00	PSAT/NMSQT	237 tests at $16.00/Test. Assess Student Performance.
18-03706	Various	$17,000.00	Pacific Coast Trane	Change Order to cover additional HVAC Support services. Ongoing Maint.
18-00459	B40 Middle	$2,500.00	Palace	Change Order for additional Office supplies. Unrestricted.
18-03298	Harbor High	$2,840.00	Palace	Copy Paper. Unrestricted.
18-03392	DeLaveaga	$2,500.00	Palace	Copy Paper. LCFF.
18-03592	Soquel High	$3,575.18	Raise 3D Inc.	N2 with Dual Extruder plus accessories. Partnership Academies Program.
18-01011	Santa Cruz High	$2,802.78	Rio Grande	Change Order for additional Jewelry supplies/materials. Measure O.
18-03588	Finance	$6,569.01	Robert Half International	Account Temps. Unrestricted.
18-03673	Harbor High	$4,679.09	S&R Sport	Swim Parkas. Measure O.
18-03701	Santa Cruz High	$5,859.00	SC Warriors	Stadium Rental for Graduation. Unrestricted/Graduation.
18-03400	Various	$3,500.00	Santa Cruz County	Health Permits. Ongoing Maint.
18-03252	Soquel High	$3,552.34	Santa Cruz County Baseball	Confirming for Payment – Umpires. Measure O.
18-03347	Santa Cruz High	$4,134.68	Santa Cruz County Baseball	Confirming for Payment – Umpires. Measure O.
18-03267	Soquel High	$6,138.54	Santa Cruz County Soccer	Confirming for Payment – Soccer Officials. Measure O.
18-03705	Santa Cruz High	$6,006.47	Schutt Reconditioning	Confirming for Payment – Recondition Football Equipment. Unrestricted, Measure O.
18-03304	Harbor High	$4,795.02	Sport Scope	30' End Zone. Measure O.
18-03577	Harbor High	$5,554.23	Sports Imports	Volleyball Equipment. Measure O.

Approved by:_____ Approval Date:_____

BOARD OF EDUCATION

April 18, 2018

PURCHASE ORDERS OVER $2500

PO/REQ NO.	SITE	DOLLAR AMOUNT	VENDOR	MATERIALS, SERVICES, ETC.
18-00266	District Wide	$6,720.00	US Bank Equipment Finance	Change Order to cover Copier Lease and Maint. Payments. Unrestricted/Core Budget.
18-03402	Transportation	$18,000.00	Yellow Cab	Transportation of Special Ed Student. Transportation – Special Ed.
18-03485	Transportation	$4,625.77	Williamson Body & Paint	Repairs to Bus 21. Insurance.
18-03572	Harbor High	$6,362.66	Woodwind & Brasswind	Musical Instruments. Measure O.

Approved by:_____ Approval Date:_____

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Warrant Register

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the warrants on the Board Payment Report. The report covers vendor warrants issued from 3/16/18–4/5/18. Hard copies of the report are available for public review at the Board Meeting.

AGENDA ITEM: 8.1.4

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NON - DIRECT DEPOSIT

CHECK #	DATE PAID	PAID TO	AMOUNT
936288	03/22/2018	A-Z BUS SALES INC	$4,340.00
936289	03/22/2018	AA SAFE & SECURITY CO.	$302.21
936290	03/22/2018	ABA BUILDING SERVICES	$868.00
936291	03/22/2018	ABACHERLI FENCE CO	$1,885.00
936292	03/22/2018	ACE PORTABLE SERVICES	$95.85
936293	03/22/2018	ALBERT'S PLUMBING & DRAIN SERVICE	$133.00
936294	03/22/2018	Alejandra L Ruiz	$61.44
936295	03/22/2018	ALPHAGRAPHICS SANTA CRUZ	$399.14
936296	03/22/2018	Alyssa L Cardenas	$266.59
936297	03/22/2018	APPLE COMPUTER INC	$3,874.16
936298	03/22/2018	B & H PHOTO	$113.32
936299	03/22/2018	BAY ALARM COMPANY	$1,615.36
936300	03/22/2018	BAY PLUMBING SUPPLY	$182.91
936301	03/22/2018	BELLI ARCHITECTURAL GROUP INC	$19,284.52
936302	03/22/2018	BEVERLY FABRICS	$293.16
936303	03/22/2018	BLUE WATER SEDANS & LIMOUSINES	$4,320.00
936304	03/22/2018	BSN SPORTS LLC	$2,782.08
936305	03/22/2018	CAROLINA BIOLOGICAL	$1,123.65
936306	03/22/2018	CARTRIDGE WORLD OF WALNUT CRK	$124.24
936307	03/22/2018	CDW GOVERNMENT	$558.86
936308	03/22/2018	Christina M Butler	$191.56
936309	03/22/2018	CINTAS CORPORATIONS	$5,455.61
936310	03/22/2018	CLARK SECURITY PRODUCTS INC	$729.84
936311	03/22/2018	CONVERGEONE, INC.	$2,497.03
936312	03/22/2018	COSTCO	$32.99
936313	03/22/2018	CPM EDUCATIONAL PROGRAM	$23,736.93
936314	03/22/2018	CROWE HORWATH LLP	$8,500.00
936315	03/22/2018	CRW INDUSTRIES INC.	$3,624.65
936316	03/22/2018	DANIELSEN CO.	$5,008.52
936317	03/22/2018	DCG STRATEGIES	$11,250.00
936318	03/22/2018	Denice M Grogan	$74.03
936319	03/22/2018	DICK BLICK CO	$94.37
936320	03/22/2018	DIESELWORKS	$8,707.80
936321	03/22/2018	DISCOUNT SCHOOL SUPPLY	$250.84
936322	03/22/2018	Eileen B Brown	$364.50
936323	03/22/2018	EWING IRRIGATION PRODUCTS	$22.51
936324	03/22/2018	FARMER BROS CO	$206.25
936325	03/22/2018	FASTENAL CO	$36.02

936326	03/22/2018	FIRST ALARM SECURITY & PATROL	$932.75
936327	03/22/2018	FLANAGAN, KATHERINE WYLE	$900.00
936328	03/22/2018	FLINN SCIENTIFIC INC	$708.01
936329	03/22/2018	FLYERS ENERGY LLC	$1,391.50
936330	03/22/2018	GEO H WILSON INC	$6,520.00
936331	03/22/2018	GOLD STAR FOODS	$3,839.51
936332	03/22/2018	GOPHER SPORT	$1,227.47
936333	03/22/2018	HEINEMANN	$2,985.72
936334	03/22/2018	Henry Michel	$76.30
936335	03/22/2018	HOME DEPOT CREDIT SERVICES	$756.24
936336	03/22/2018	ILLUMINATE EDUCATION INC	$6,000.00
936337	03/22/2018	INDEPENDENT ELECTRIC SUPPLY IN	$494.49
936338	03/22/2018	Jessica A Murray	$65.54
936339	03/22/2018	Jon S Wells	$25.83
936340	03/22/2018	Julia R Hodges	$362.08
936341	03/22/2018	JW PEPPER & SON, INC.	$1,278.09
936342	03/22/2018	Kelly Andrews	$1,181.64
936343	03/22/2018	KELLY MOORE PAINT CO	$380.77
936344	03/22/2018	Kenee M Houser	$33.51
936345	03/22/2018	Keresha J Durham	$75.00
936346	03/22/2018	LENZ ARTS	$302.75
936347	03/22/2018	M3 ENVIRONMENTAL CONSULTING LLC	$2,465.00
936348	03/22/2018	MADI GROUP INC	$168,264.18
936349	03/22/2018	Maggie C Wilson	$28.34
936350	03/22/2018	MARIA A RUNCIMAN LCSW	$900.00
936351	03/22/2018	Mark W Thomas	$141.70
936352	03/22/2018	Martha J McNulty	$171.01
936353	03/22/2018	Mary A Robb	$437.34
936354	03/22/2018	NAPA SANTA CRUZ	$99.51
936355	03/22/2018	PALACE ART & OFFICE SUPPLY	$8,076.39
936356	03/22/2018	PALOS SPORTS	$139.13
936357	03/22/2018	PAPE MATERIAL HANDLING INC	$390.93
936358	03/22/2018	PERMA BOUND DIVISION INC	$4,537.01
936359	03/22/2018	PHIL ALLEGRI ELECTRIC INC	$2,448.07
936360	03/22/2018	PHOENIX CERAMICS SUPPLY	$102.46
936361	03/22/2018	PRODUCERS DAIRY FOODS INC	$3,298.86
936362	03/22/2018	RIVERSIDE LIGHTING	$240.60
936363	03/22/2018	ROYAL WHOLESALE ELECTRIC	$94.05
936364	03/22/2018	SAFEWAY STORES INC	$78.72
936365	03/22/2018	SAN LORENZO LUMBER & HOME CTR	$128.38
936366	03/22/2018	SANTA CRUZ AUTO PARTS INC	$1,625.91

936367	03/22/2018	SANTA CRUZ COUNTY OFFICE OF ED	$13,708.00
936368	03/22/2018	SANTA CRUZ ELECTRONICS	$188.57
936369	03/22/2018	SANTA CRUZ RECORDS MANAGEMENT	$210.00
936370	03/22/2018	SANTA CRUZ TELEPHONE	$540.00
936371	03/22/2018	SCANTRON CORPORATION	$510.64
936372	03/22/2018	SCHOLASTIC	$60.50
936373	03/22/2018	SCHOOL HEALTH SUPPLY CO	$171.95
936374	03/22/2018	SCHOOL OUTFITTERS	$2,019.50
936375	03/22/2018	SHIFFLER EQUIPMENT SALES INC	$830.13
936376	03/22/2018	STEWART SIGNS	$22,850.15
936377	03/22/2018	SUPERIOR ALARM CO	$1,629.51
936378	03/22/2018	SYSCO FOOD SERVICES OF SF	$5,332.74
936379	03/22/2018	Tamara H Higgins	$250.20
936380	03/22/2018	TENNIS WAREHOUSE	$1,178.68
936381	03/22/2018	THE RIO THEATRE	$150.00
936382	03/22/2018	THE SCHOOLFWD FOUNDATION	$2,500.00
936383	03/22/2018	UNITED RENTALS (N.AMER) INC	$794.78
936384	03/22/2018	US BANCORP EQUIP FINANCE INC	$49,760.53
936385	03/22/2018	WATSONVILLE COAST PRODUCE INC	$2,269.18
	COUNT :	**98**	**TOTAL :** **$441,566.79**

Fund Type	Amount
01	$217,813.91
11	$79.32
13	$21,067.14
14	$6,520.00
21	$193,638.35
25	$2,448.07
TOTAL:	$441,566.79

GRAND TOTAL : **$441,566.79**

TOTAL COUNT : **98**

NON - DIRECT DEPOSIT

CHECK #	DATE PAID	PAID TO	AMOUNT
937147	03/29/2018	A SIGN ASAP	$316.10
937148	03/29/2018	ABACHERLI FENCE CO	$250.00
937149	03/29/2018	ACE PORTABLE SERVICES	$656.10
937150	03/29/2018	ACTIVATE LEARNING LLC	$900.00
937151	03/29/2018	AJAY PATEL	$500.00
937152	03/29/2018	ALLIED BUILDING PRODUCTS CORP	$442.21
937153	03/29/2018	AMAZON	$17,774.35
937154	03/29/2018	AMERICAN EDUCATIONAL PRODUCTS	$40.39
937155	03/29/2018	Anne W Fliesler	$53.51
937156	03/29/2018	APED	$71.39
937157	03/29/2018	AT&T	$7,933.44
937158	03/29/2018	AT&T MOBILITY	$2,446.39
937159	03/29/2018	ATHENA BYERS	$750.00
937160	03/29/2018	AVID CENTER	$2,385.00
937161	03/29/2018	B & B SMALL ENGINE REPAIR	$1,086.34
937162	03/29/2018	BAY PLUMBING SUPPLY	$362.77
937163	03/29/2018	BLAKE MONTGOMERY	$500.00
937164	03/29/2018	BLUE WATER SEDANS & LIMOUSINES	$144.00
937165	03/29/2018	BUTANO GEOTECHNICAL ENGINEERING	$1,950.00
937166	03/29/2018	CALIFORNIA INDUSTRIAL AND TECHNOLOGY EDUCATION ASSOCIATION	$220.00
937167	03/29/2018	CARTRIDGE WORLD OF WALNUT CRK	$108.48
937168	03/29/2018	CATTOS GRAPHICS INC	$492.69
937169	03/29/2018	CENTER FOR THE COLLABORATIVE CLASSROOM	$932.00
937170	03/29/2018	CENTRAL HOME SUPPLY	$1,657.46
937171	03/29/2018	CHARLES KEYS MCKAY	$500.00
937172	03/29/2018	Christopher J White	$11.88
937173	03/29/2018	CINTAS CORPORATIONS	$2,346.60
937174	03/29/2018	CITY OF SANTA CRUZ	$14,712.11
937175	03/29/2018	COAST PAPER & SUPPLY	$34.88
937176	03/29/2018	COMCAST	$228.41
937177	03/29/2018	COMMUNITY PRINTERS INC	$1,095.35
937178	03/29/2018	CONVERGEONE, INC.	$8,873.62
937179	03/29/2018	DELTA EDUCATION INC	$510.38
937180	03/29/2018	Denice M Grogan	$111.78
937181	03/29/2018	DICAR NETWORKS	$31,482.28
937182	03/29/2018	DIRECT LINE TELE RESPONSE	$106.00

937183	03/29/2018	DON B LEATHERMAN	$400.00
937184	03/29/2018	EDER MONTESINO	$500.00
937185	03/29/2018	ENGEO INCORPOTATED	$9,600.00
937186	03/29/2018	FASTENAL CO	$7.71
937187	03/29/2018	FATIMA DANIEL	$500.00
937188	03/29/2018	FLYERS ENERGY LLC	$807.27
937189	03/29/2018	Frank E Wessels	$103.52
937190	03/29/2018	GABRIEL DAMON	$1,000.00
937191	03/29/2018	GEO H WILSON INC	$6,527.00
937192	03/29/2018	GOLD STAR FOODS	$4,335.00
937193	03/29/2018	GOPHER SPORT	$1,354.18
937194	03/29/2018	GRAY'S MUSICAL INSTRUMENTS	$100.00
937195	03/29/2018	HANDWRITING WITHOUT TEARS INC	$1,632.93
937196	03/29/2018	HILTON HOTEL MISSION VALLEY	$1,413.14
937197	03/29/2018	HINES PEST CONTROL	$95.00
937198	03/29/2018	HOME DEPOT CREDIT SERVICES	$640.03
937199	03/29/2018	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$14,079.60
937200	03/29/2018	ILLUMINATE EDUCATION INC	$131,227.50
937201	03/29/2018	Jessica M Hoffschneider	$103.20
937202	03/29/2018	JOSHUA GUERRERO-ALLISON	$2,000.00
937203	03/29/2018	Judy K Bartle	$53.96
937204	03/29/2018	JW PEPPER & SON, INC.	$184.72
937205	03/29/2018	Karen R Fitzsimmons	$55.79
937206	03/29/2018	Katherine M Mitchell	$99.00
937207	03/29/2018	Kelly J Mcwaid	$42.56
937208	03/29/2018	KELLY MOORE PAINT CO	$221.07
937209	03/29/2018	KITAYAMA BROS INC	$255.95
937210	03/29/2018	Kristen A Cameron	$250.30
937211	03/29/2018	Kristi A Gilmore	$19.62
937212	03/29/2018	Kristin A Pfotenhauer	$951.94
937213	03/29/2018	LAKESHORE LEARNING MATERIALS	$225.07
937214	03/29/2018	LENZ ARTS	$208.36
937215	03/29/2018	LINCOLN AQUATICS	$83.49
937216	03/29/2018	LINDSEY AQUINO	$500.00
937217	03/29/2018	LLOYDS TIRE SERVICE INC	$97.19
937218	03/29/2018	M3 ENVIRONMENTAL CONSULTING LLC	$17,074.02
937219	03/29/2018	Madeline J Britton	$73.67
937220	03/29/2018	MANCHESTER GRAND HYATT	$1,033.12
937221	03/29/2018	Mark W Thomas	$98.10
937222	03/29/2018	Megan Y Tsuchiguchi	$61.85

937223	03/29/2018	MICHAELS TRANSPORTATION SERVICE INC	$1,621.47
937224	03/29/2018	Nancy S Lentz	$36.95
937225	03/29/2018	NAPA SANTA CRUZ	$8,625.89
937226	03/29/2018	NICHOLAS L COURTRIGHT	$750.00
937227	03/29/2018	NICHOLAS, JACOB GONZALES	$1,280.00
937228	03/29/2018	NORA GRIFFITH	$1,750.00
937229	03/29/2018	NORCAL KENWORTH - BAY AREA	$71.81
937230	03/29/2018	NORTH BAY FORD	$519.76
937231	03/29/2018	OLIVER PACKAGING & EQUIPMENT CO	$1,660.65
937232	03/29/2018	PALACE ART & OFFICE SUPPLY	$3,230.56
937233	03/29/2018	PHOEBE SCHOLAR	$1,000.00
937234	03/29/2018	PRODUCERS DAIRY FOODS INC	$1,903.40
937235	03/29/2018	REAL GOOD FISH	$110.00
937236	03/29/2018	RONALD LEE D PERRIGO JR	$127.00
937237	03/29/2018	Ruth L Strickland	$48.55
937238	03/29/2018	SANTA CRUZ AUTO PARTS INC	$233.20
937239	03/29/2018	SANTA CRUZ ELECTRONICS	$18.39
937240	03/29/2018	SANTA CRUZ FIRE EQUIPMENT	$71.40
937241	03/29/2018	SANTA CRUZ METRO	$3,360.00
937242	03/29/2018	SANTA CRUZ MUNICIPAL UTILITIES	$81.65
937243	03/29/2018	SANTA CRUZ RECORDS MANAGEMENT	$150.00
937244	03/29/2018	Sara A Goldfarb	$179.91
937245	03/29/2018	Sarah A Rominger	$102.32
937246	03/29/2018	SARAH E BUCHINSKI	$750.00
937247	03/29/2018	SCCOE	$167,065.00
937248	03/29/2018	SCHOLASTIC	$79.86
937249	03/29/2018	SCHOLASTIC BOOK FAIRS	$1,426.96
937250	03/29/2018	SCHOOL SITE SOLUTIONS INC	$9,167.50
937251	03/29/2018	Shad Coffey	$39.95
937252	03/29/2018	Shannon T Greene	$288.14
937253	03/29/2018	SHIFFLER EQUIPMENT SALES INC	$1,160.73
937254	03/29/2018	Sierra B Hill Leahy	$240.00
937255	03/29/2018	SILAS EMERSON	$500.00
937256	03/29/2018	SOLAR CITY BILLING	$18,092.87
937257	03/29/2018	SOQUEL HIGH SCHOOL	$50.00
937258	03/29/2018	SPURR	$15,469.76
937259	03/29/2018	SUPERIOR ALARM CO	$1,809.00
937260	03/29/2018	SURTEC INC	$241.25
937261	03/29/2018	SYSCO FOOD SERVICES OF SF	$4,177.29
937263	03/29/2018	TOUCHLINE SOFTWARE INC	$650.00

937264	03/29/2018	TRIMARK ERF INC		$42,098.00
937265	03/29/2018	UC REGENTS		$1,606.24
937266	03/29/2018	UNITED RENTALS (N.AMER) INC		$91.56
937267	03/29/2018	US BANCORP EQUIP FINANCE INC		$229.05
937268	03/29/2018	WATSONVILLE COAST PRODUCE INC		$1,917.72
937269	03/29/2018	Wendy L Thompson		$315.36
937270	03/29/2018	WORKOUTZ.COM		$208.00
937271	03/29/2018	Yanira I Urquhart		$126.44
937272	03/29/2018	ZOCCOLI'S DELICATESSEN		$107.23
	COUNT :	**125**	**TOTAL :**	**$594,842.59**

Fund Type	Amount		
01	$450,383.82	**GRAND TOTAL :**	**$594,842.59**
11	$351.36	**TOTAL COUNT :**	**125**
13	$14,863.61		
14	$6,527.00		
21	$109,936.80		
73	$12,780.00		
TOTAL:	$594,842.59		

NON - DIRECT DEPOSIT

CHECK #	DATE PAID	PAID TO	AMOUNT
937799	04/05/2018	EASTER SEALS CENTRAL CALIF	$38,533.44
937800	04/05/2018	ILLUMINATE EDUCATION INC	$7,500.00

COUNT : 2 **TOTAL :** **$46,033.44**

GRAND TOTAL : **$46,033.44**

TOTAL COUNT : **2**

Fund Type	Amount
01	$46,033.44
TOTAL:	$46,033.44

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Overnight Field Trip—Santa Cruz High School

MEETING DATE: April 18, 2018

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
To approve Santa Cruz High's overnight trip to YMCA Camp Campbell for the purpose of Calculus Camp, Sunday April 29 through Monday April 30, 2018.

BACKGROUND:
The AP Calculus teachers from Santa Cruz High are requesting approval to take students to Calculus Camp in Campbell, CA. They will arrive on the afternoon of Sunday April 29, 2018 and return to school by 1:00 p.m. on Monday April 30, 2018. Students will miss classes before 1:00 p.m. on Monday, but are expected to attend fourth period upon returning to campus that day. Students will participate in team building activities on Sunday afternoon. Teachers will hold calculus review sessions on Sunday evening, and the students will take a practice AP exam on Monday morning. There will be approximately 50 students attending with approximately seven teachers leading the review sessions. At least three teachers will spend the night and supervise the practice exam on Monday. Students will benefit from the review sessions and the experience of sitting through a full three-and-a-half hour AP exam, as well as interacting with calculus students from other schools. Parents will provide transportation using private vehicles to and from the camp location.

FISCAL IMPACT:
No district funds will be used for the trip. The trip is optional, and costs will be covered by participating families and scholarships.

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

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

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Santa Cruz High School

A California Distinguished School

Mathematics Department

415 Walnut Ave.
Santa Cruz, CA 95060
(831)429-3960 x241
Fax: (831)429-3944

Staff:

Amine Bouchti

Kali Campbell

Percy Chirinos

Ave Cope

Lauren Elward

Andrea Hutson

Kathi Kennedy

Stuart Kumaishi

Pam Mason

Jennifer Schmidt

Administration:

Brent Kline
Principal

Michelle Poirier
Assistant Principal

Rishi Lal
Assistant Principal

Dear Parents,

Calculus camp is coming up and will be Sunday April 29th to Monday April 30th. It will be at YMCA Camp Campbell in Boulder Creek. The cost is $125 (Scholarships are available, email Stuart Kumaishi at skumaishi@sccs.net). Please make checks out to Santa Cruz High School We are asking for parent volunteers to help drive students to the camp and to pick them up afterwards. The itinerary is as follows:

Sunday April 29th
1:30 Leave SCHS – parent pick up
2:00 Arrive at Camp Campbell

2:15 – 5:00	ropes course – teambuilding with Harbor students activities including low ropes course, swimming pool
6:00 – 7:00	dinner
7:00 – 9:30	study/review sessions
9:30 – 11:00	free time
11:30	lights out

Monday April 30th

7:14 a.m.	rise and shine
7:15 a.m.	breakfast, clean out cabins
8:00	AP exam
11:30	grading session
12:00	depart

12:00 Leave Camp Campbell – parent pick up

YMCA Camp Campbell
831-338-2128
16276 Hwy 9

Directions:
Highway 9 North
Through Felton, Ben Lomond & Boulder Creek
There is a stop sign in Boulder Creek to Big Basin (hwy 267) – don't turn, go straight
Camp Campbell is approximately 3 miles past this stop sign

Just past the Mountain Store on your left 16276 Hwy 9

Please complete the field trip driver form if you are able to transport students to and/or back from camp.

Additional information will be posted on my website at:
https://sites.google.com/a/sccs.santacruz.k12.ca.us/ap-calculus-bc/home/calculus-camp-information

Thank you,
Stuart Kumaishi

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Williams Uniform Complaint—Third Quarterly Report

MEETING DATE: April 18, 2018

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Approve the Williams Quarterly Report as submitted.

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

As the accompanying report shows, the district did not receive any complaints this quarter. Filing the report is required whether or not any complaints were reported.

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QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED MARCH 30, 2018

DISTRICT: Santa Cruz City Schools **Date Reported to District Governing Board: April 18, 2018**

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

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

***Explanation:** _____

B) Insufficient textbooks or instructional materials to take home:

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

***Explanation:** _____

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

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

***Explanation:** _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

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

***Explanation:** _____

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

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

***Explanation:** _____

C) Teacher instructing class lacking subject matter competency:

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

***Explanation:** _____

III. FACILITIES

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

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

***Explanation:** _____

_____

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Wellness Committee Annual Report

MEETING DATE: April 18, 2018

FROM: Pat Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Accept the annual report from the Wellness Committee as submitted.

BACKGROUND:
The Wellness Committee meets quarterly and includes parents, teachers, garden coordinators, an administrator, board representatives and community partners. The annual report outlines yearly goals, including a review of policies and procedures, practices and innovations, and recognizes accomplishments and awards.

FISCAL IMPACT: None

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

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

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Annual Wellness Committee Report
April 18, 2018
Amy Hedrick-Farr,
Director of Food Services

The Wellness Committee includes parents, teachers, garden coordinators, administrator, board representatives and community partners. We meet quarterly on the second Thursday of the month located in the Central Kitchen at Harbor High.

Our goals for the 2017-18 school year are listed below:

1. Reviewed our Wellness Policy BP5030 for compliance with any new State & Federal regulation changes. At this time there are no new changes as Santa Cruz City continues to be at the forefront of this policy, far ahead of the State & Federal requirements. *(District goal 1,2 &4)*

2. We are continuing with California Thursdays which is a statewide network of innovative school districts committed to serving freshly prepared meals made with California-grown food for California Kids. This creates an environment for healthier students and stimulates our local economy. The network has grown to 71 Districts and over 28 counties. Currently, we provide California Thursdays lunch every Thursday, District Wide and we are projected to serve over 52,000 California Thursday meals this year. This has led to additional staff professional development and competition between kitchens for the best made entrees. Our District was selected by the Center for Ecoliteracy to be the Central Coast Regional Representative for California Thursdays. *(District goal 4,5 &6)*

3. We have continued our support to our long standing Farmers like Gizdich, Robins Nest, Kat's Ranch, Alba Organics and California Alliance for Family Farmers. We expanded our local farm purchases to include Swanson Farms (kiwi), Silva Organics (strawberries) and most recently Bay 2 Tray from Moss landing. We purchased fresh caught pacific grenadier, which is a nutrient-dense fish creating one of the most nourishing proteins possible, at an affordable price. Also giving exposure to students that may not have access to fresh fish & seafood. We piloted this program at the secondary level with great success and will expand to the elementary level next year. Bay2Tray also has an education component with a fisherman visit to the classroom to discuss to the bounty of our ocean and the benefits of supporting local fisherman. I hope to get a few of our teachers to sign up for this student experience. *(District goal 2,4,5 &6)*

4. The Smarter Lunchrooms (SLM) Scorecard contains 60 simple, no-cost or low-cost strategies that lunchrooms can use to increase participation, improve consumption of healthy food, and reduce food waste. The strategies are based on research from the Cornell Center for Behavioral Economics in Child Nutrition Programs. Thousands of schools across the country use the Smarter Lunchrooms Scorecard to assess and

implement evidence-based strategies that make the healthy choice the easy choice. We evaluated our Elementary and Middle Schools sites in November and reviewed the findings with site staff and made changes to align our sites with those principals. We will review and reevaluate our sites in May to see if there has been any significant change. Our sites averaged around 30 points. We are hoping to have similar results as we did with the high school which increased 15 to 20 points when reevaluated.
(District goal 2,4,& 5)

5. The Healthy US School Challenge (HUSSC) is a certification initiative that recognizes schools for their efforts in improving foods served, nutrition education, physical education and wellness policies. However, over the past few years with the implementation of the Smarter Lunchroom Movement and the Global approach to obesity, we were notified in March the USDA has chosen to phase out the HUSSC. Therefore we will be moving our work to the Alliance for Healthier Generation (AHG). This has similar goals just more of a globe level. AHG divided their approach into wellness modules to create a workable framework that sets specific actions to help make our schools healthier. Healthy kids have higher attendance rates, higher test scores and behave better in class. I invite you to visit the Healthier Generation Website and see the progress that we have already made. www.healthiergeneration.org
(District goal 2,3,4, 5 & 6)

Some Notable Mentions:

- Our district was recognized for the outstanding efforts to enhance plant based options in partnership with Forward Food and the Humane Society.

- Go 4 Health Cooperative has elected our District as the Chair Representative for the 2018-19 school year.

- A big thank you to our Maintenance & Operations Department for the installation of the Hydration stations at Soquel High, B40 Middle School & Harbor High.

SANTA CRUZ CITY SCHOOLS

AGENDA ITEM: Disposition of Surplus Property

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property on the attached list(s) in accordance with Board Policy 3270 and Administrative Regulation 3270A.

BACKGROUND:

Education Code Section 17545(a) provides that the Board of Education may sell for cash any personal property belonging to the District if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use. (b) The governing board may choose to conduct any sale of personal property authorized under this section by means of a public auction conducted by employees of the district or other public agencies, or by contract with a private auction firm. The board may delegate to the district employee responsible for conducting the auction the authority to transfer the personal property to the highest responsible bidder upon completion of the auction and after payment has been received by the district.

Section 17546(a) If the governing board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of two thousand five hundred dollars ($2,500), it may be sold at private sale without advertising, by any employee of the district empowered for that purpose by the board. (b) Any item or items of property having previously been offered for sale pursuant to Section 17545, but for which no qualified bid was received, may be sold at private sale without advertising by any employee of the district empowered for that purpose by the board. (c) If the board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump on order of any employee of the district empowered for that purpose by the board.

Per Ed Code 60530(b), instructional materials may be destroyed by any economical means, provided that no instructional material shall be destroyed until 30 days after the governing board has given notice to all persons who have filed a request for such notice.

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SCCS BOARD OF EDUCATION

MEETING OF APRIL 18, 2018

SURPLUS PROPERTY LIST

SITE: BAY VIEW ELEMENTARY SCHOOL

	Property Description	Asset #	Year/Age	Condition	Value
1.	Two-door gray metal cabinet	None	15 + years	Unneeded, broken	$0
				Total	$0

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

Approval Date: _____ Approved By:_____

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SCCS BOARD OF EDUCATION

MEETING OF APRIL 18, 2018

SURPLUS PROPERTY LIST

SITE: FACILITY SERVICES DEPT.

	Property Description	Asset #	Year/Age	Condition	Value
1.	Beard carbon steel, straight flute, hand reamers	None	New, from 1980's	Unneeded	$100.00
2.	Whiting's 4900 D Pro Plus metal detector	27582	New, from 2000's	Unneeded	$100.00

Total $200.00 OBO

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

Approval Date: _____ Approved By:_____

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SCCS BOARD OF EDUCATION

MEETING OF APRIL 18, 2018

SURPLUS PROPERTY LIST

SITE: GAULT ELEMENTARY SCHOOL

	Property Description	Asset #	Year/Age	Condition	Value
1.	ELMO, TT-02 Rx Document Camera	15678	2009	broken	$0
				Total	$0

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

Approval Date: _____ Approved By:_____

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SCCS BOARD OF EDUCATION

MEETING OF APRIL 18, 2018

SURPLUS PROPERTY LIST

SITE: MISSION HILL MIDDLE SCHOOL

	Property Description	Asset #	Year/Age	Condition	Value
1.	Three particle board bookshelves	None	15 + years	Unneeded, water damage from being stored outside	$0
2.	Two 4-drawer vertical filing cabinets	None	15 + years	Unneeded, water damage from being stored outside	$0
3.	Two student desks, wood & metal	None	15 + years	Unneeded, water damage from being stored outside	$0
4.	Two wood teacher's desks	None	15 + years	Unneeded, water damage from being stored outside	$0
				Total	$0

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

Approval Date: _____ Approved By:_____

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: General Contracts and Agreements

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Ratify contracts and agreements executed pursuant to Board Policy 3300.

BACKGROUND:
On June 14, 2017, the Board of Education delegated authority to enter into contracts on behalf of Santa Cruz City Schools and to purchase supplies, materials, apparatus, equipment and services up to the amounts specified in Public Contract Code 20111 and Education Code Section 17605 to the Superintendent or designees, and required that the Board of Trustees ratify contracts within sixty (60) days of incurring the expense.

The following contracts are presented for ratification:

		Contract Cost
8.2.1	Educational Services/Special Education: MOUs with neighboring districts for SCCS to serve students unable to be served at the neighboring districts' schools.	Anticipated revenue: $428,950
8.2.2	Business Services: Ed Files, digitization of inactive and active Special Ed files.	$43,651
8.2.3	Business Services/Facility Services: Grade Break Engineering – pavement improvements for Harbor High.	$10,991
8.2.4	Business Services: Peace United Church of Christ – agreement for mutual use of parking lots with Westlake Elementary	No cost
8.2.5	Business Services/Facility Services: Elite Ineractive Solutions – Interactive security system for Harbor High	$36,738

FISCAL IMPACT:
As indicated above.

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

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

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Memorandums with Neighboring Districts—Special Education

MEETING DATE: April 18, 2018

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Approve the MOUs listed below representing the agreement between Santa Cruz City Schools and neighboring Districts, to serve students unable to be served at their neighborhood schools.

BACKGROUND:
Santa Cruz City Schools (SCCS) is the largest district in our Special Education Local Planning Area (SELPA). As such, SCCS provides the largest continuum of services for Special Education students in our SELPA. On occasion, neighboring districts may enroll students in their schools that they cannot serve within their available programs. In these instances, SCCS may enter into an agreement whereby SCCS places an out-of-district student into a Special Education program at one of our schools, and then charges the neighboring district for such services.

MOUs proposed for the 17-18 school year:

District	Elem./Sec.	Number of Students	Revenue Anticipated*
Loma Prieta School District	Elem.	1	$36,673
Live Oak Union School District	Elem.	2	$44,458
Soquel Union Elementary School District	Sec.	1	$34,062
Scotts Valley Unified School District	Sec.	7	$195,182
San Lorenzo Unified School District	Sec.	3	$118,575

*Some students may be enrolled for partial years.

FISCAL IMPACT:
Total anticipated revenue to be received from neighboring districts: $428,950.

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

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

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

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

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM:	Approve Contract with ED Files for the Digitization of Special Education Files
MEETING DATE:	April 18, 2018
FROM:	Patrick K. Gaffney, Assistant Superintendent, Business Services
THROUGH:	Kris Munro, Superintendent

RECOMMENDATION:
Approve contract with Ed Files for the digitization of Special Education files.

BACKGROUND:
The District currently has Inactive and active Special Education records that are housed in 46 file cabinets and 32 boxes. The District sought three proposals from vendors who digitize records. The proposals were from companies utilized by school districts throughout California. The District recommends proceeding with entering into a contract with ED Files, for a total project cost of $43,651.

The District is in the process of quantifying the number of file cabinets and boxes that need to be digitized for the Business and Superintendent offices. We anticipate bringing forward an amendment to this contract at the next Board meeting to cover the costs of the files from the Business and Superintendent offices.

FISCAL IMPACT:
$43,651 to be paid from the General Fund.

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

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

Prepared by: Patrick K. Gaffney

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Santa Cruz City School

PROVIDER SOFTWARE AGREEMENT

THIS AGREEMENT is made effective on **April 15, 2018** and it is made by and between **EdFiles**, Inc. Hereafter called "Provider," and the **Santa Cruz City School**, hereafter called "SCCS"

RECITALS

A. The SCCS desires to obtain software, advice, and scanning services regarding Ed Files and like matters, as provided in this Agreement.

B**.** The Provider is specially trained, experienced, qualified, competent and authorized under State and Federal law as applicable, to provide the special services and advice required by the SCCS.

Accordingly, the parties agree with the above and as follows:

AGREEMENTS

1. PERIOD OF AGREEMENT: Shall be from April 15, 2018 to June 30, 2022 dates.

2. In consultation and cooperation with the SCCS, the Provider shall provide professional and diligent services consistent with generally acceptable industry practices or better as follows:

   . Scanning & Digitizing SCCS's In-Active and Active Permanent Paper Files with a system and software called EdFiles.

   - Ed Files Software **for Santa Cruz City School. (SCCS)**

   - Effectively maintain Ed Files electronically and ensure that SCCS is in compliance with the Office of Civil Rights. Annual Training, Support and Maintenance, Monthly Account Access Fee (unlimited)
   - Workflow development & Consultations (Already underway)
   - Consultation in Paper Capture/Scanning Functions (prior to rollout)
   - Hands on Group & Individual Training (Day before launch)
   - Scanning Service

   All Data should be protected with managed backup solutions that allow restoration of SCCS data for any reason. Systems should be in place so that no data outage should last longer than 48 hours.

   Any attachment is hereby incorporated into this Agreement and made a part of it. In the event of any conflict between the language in this Agreement and any attachment incorporated herein, the language in this Agreement will govern and take precedence over any attachment.

3. The Provider will commence providing services under this Agreement on **April 15, 2018**, and will diligently, properly and in full compliance perform as required and complete the performance of services by **6/30/22**. Time shall be of the essence in the performance of this Agreement. If the Provider at any time during the term of this Agreement becomes noncompliant with any of the terms

and conditions hereof or noncompliant with any applicable regulatory requirement including any suspension, revocation or termination of any permit, certification or license which is required in order for the Provider to properly perform under this Agreement, then the Provider shall immediately notify the originating department, copying the notification to Purchasing in writing at 20 W. Lugonia, Redlands, CA 92399.

4. INDEPENDENT CONTRACTOR: The Provider is an independent Contractor and will perform said services as an independent calling and not as an employee of the SCCS. Accordingly, nothing in this Agreement shall be construed as establishing a relationship of employer and employee, or principal and agent, between the SCCS and the Provider or between the SCCS and any of Provider's agents or employees. Provider is solely responsible for its own acts and the acts of any of its agents or employees as they relate to any services provided. Provider and its agents and employees shall not be entitled to any rights and or privileges of the SCCS's employees and shall not be considered in any way to be the employees of the SCCS. Each party acknowledges that the Provider is not an employee for state or federal tax purposes, State Unemployment Compensation or Worker's Compensation, or any other purpose.

5. The SCCS will prepare and furnish to the Provider upon request such existing information as is reasonably necessary for the performance of the Provider. The Provider shall provide its own equipment, vehicle, materials, supplies, food, incidentals and tools, etc. which may be required for the proper performance of this Agreement. Each party shall cooperate with the other party.

6. PAYMENT: The total amount to be paid to the Provider for any and all services satisfactorily rendered inclusive of all expenses, supplies and materials pursuant to this Agreement shall be based on the following price structure :

Description	Qty	Price	Annual
Initial Setup (one time) and On-going Training	1 location	$599.00	$599.00
EdFiles Software for up to 4 District Departments i.e. HR, Business, Special Ed., Superintendent's Office, etc.		$299 Monthly Billed Or Annual Payment	First year Annual PO $4187
Cloud Back Up Drive for In-Active	1	included	
TOTAL to Start Setup and Training)	1		$4187

Scanning Service: See attached Scanning Proposal per Banker Box and File Cabinet Drawers.

Payment shall be made to the Provider within thirty (30) days after receipt of a fully supported and detailed invoice which clearly indicates as applicable, any progress completed, milestones achieved,

any reports (draft, preliminary or final) issued, dates worked, increments of hourly work (rounded to the nearest quarter hour increment), subcontract cost, etc.

7. All reports, studies, information, data, statistics, forms, designs, plans, procedures, systems, work products and other materials produced by Provider under this Agreement shall be the sole and exclusive property of SCCS. No such materials produced, either in whole or in part, under this Agreement shall be subject to private use, copyright or patent right by Provider in the United States or in any country without the prior written consent of the SCCS. WEB 504 is a license to allow Redlands to use software. The data is owned by Redlands, not the program.

8. **CONFIDENTIALITY:** Provider acknowledges and agrees that, in the course of its Agreement with the SCCS, Provider will receive or have access to Personal Information, Personal Information means information provided to the Provider or to which access was provided to Provider by or at the direction of the SCCS in the course of Provider's performance under this Agreement that (a) identifies or can be used to identify an individual, including without limitation, names, signatures, addresses, telephone numbers, e-mail addresses or other unique identifiers or (b) can be used to authenticate an individual, including without limitation identification numbers, financial information, health data, or other sensitive information. Provider shall comply with this Agreement in its collection, receipt, transmission, storage, disposal, use and disclosure of such Personal Information and shall be responsible for any unauthorized collection, receipt, transmission, access, storage, disposal, use and disclosure of Personal Information under its control or in its possession and shall remain liability to the SCCS and to any other person or organization whose Personal Information is under its control or in its possession. Personal Information is deemed to be confidential information of the SCCS and or other third parties whose Personal Information has been provided by the SCCS to the Provider and not confidential information of the Provider. In recognition of the foregoing, Provider agrees and covenants that it shall: (a) keep and maintain all Personal Information in strict confidence using such degree of care as is appropriate to avoid unauthorized access use or disclosure, including but not limiting to security or data breach, malware intrusion or any other unauthorized access to such Personal Information

   (b) shall not use, sell, rent, transfer or otherwise disclose or make available Personal Information for the benefit of anyone other than the SCCS (c) At a minimum, Provider shall have in place safeguards for the protection of Personal Information which shall include (i) limiting access to the SCCS information, (ii) securing business facilities, data centers, servers, back-up systems and computing equipment and other equipment with information storage capability, (iii) implementing network, device application, database and platform security, (iv) encrypting Personal Information stored on systems, servers, back-up systems and computing equipment that are either owned by, used by or in the care or control of Provider.

9. TERMINATION: The SCCS may at any time and for any reason suspend performance by the Provider or terminate this Agreement and compensate Provider only for services satisfactorily rendered to the date of such suspension or termination. Written notice by the SCCS shall be sufficient to suspend or terminate any further performance of services by the Provider. The notice shall be deemed given when received, upon electronic confirmation of a facsimile transmission, or no later than three days after the day of mailing, whichever is soonest. Upon receipt of any notification of termination by the SCCS, the Provider shall promptly provide and deliver to the SCCS any and all work product in progress or completed to date including any reports, drafts, electronic information or the like to the SCCS. Unless otherwise identified, notice will be provided to the address shown at the signature block area on the last page of this Agreement. Facsimile notices shall be accepted.

10. INDEMNIFICATION: The Provider agrees to and shall hold harmless and indemnify the SCCS, its officers, agents, and employees from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:

    (a) Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Provider or any person, firm or corporation employed by the Provider upon or in connection with the services called for in this Agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the SCCS, its officers, employees, or agents.

    (b) Any injury to or death of persons or damage to property, sustained by any persons, firm or corporation, including the SCCS, arising out of, or in any way connected with the services covered by this Agreement, whether said injury or damage occurs either on or off school SCCS property, except for liability for damages which result from the sole negligence or willful misconduct of the SCCS, its officers, employees, or agents.

    © Any and all claims under worker's compensation acts and other employee benefit acts with respect to Provider's employees or sub Provider(s) arising out of Provider's work under this Agreement;

    (d) Any and all loss, liabilities, actions, judgments, interest awards, reasonable attorneys' fees, costs, fines, penalties, damages or expenses from any third party claim against the SCCS arising out of or resulting from Provider's failure to comply with any of the obligations under Section 8 of this Agreement.

    The Provider, at Provider's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the SCCS, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the SCCS, its officers, agents, or employees in any action, suit or other proceedings as a result thereof.

11. INSURANCE: During the term of this Agreement, the Provider shall maintain the following insurance. All limits of liability shown are deemed minimum insurance required by this Agreement. Should Provider maintain any insurance coverage with limits of liability that exceed these minimum limits or coverage that is broader than as outlined above, those higher limits and broader coverage shall be deemed to apply for the benefit of the SCCS and those limits and coverages shall become the required minimum limits of insurance and coverage in all Sections of this Agreement.
    a. Commercial General Liability insurance with limits not less than $1,000,000 per occurrence and $2,000,000 in the aggregate, unless otherwise agreed in writing by the SCCS.
    b. Automobile liability insurance in an amount not less than $1,000,000 per accident for all owned, hired and non-owned vehicles.
    c. Workers Compensation as required under California State law.
    d. Professional Liability insurance in an amount not less than $1,000,000 per occurrence. Such insurance coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Provider in this Agreement.
    e. Cyber Liability Insurance with limits not less than $1,000,000 for each occurrence or event with an annual aggregate of $2,000,000 covering claims involving privacy violations, information theft, damage to or destruction of electronic information, intentional and/or unintentional release of private information, alteration of electronic information, extortion and network security. The policy

shall protect the involved SCCS and cover breach response cost as well as regulatory fines and penalties.

f. The Provider shall provide a Certificate(s) of Liability Insurance using ACORD Form 25, indicating the required insurance coverages within ten (10) days of the effective date of this Agreement NAMING THE SCCS AS ADDITIONAL INSURED on the Commercial General Liability policy using endorsements CG 20 10 and CG 20 37.
g. The policies indicated in paragraphs 11.a., 11.b. 11.c. 11.d. and 11.e. shall include a waiver of subrogation endorsement in favor of SCCS.
h. The policies indicated in paragraphs 11.a. and 11.b. shall include a primary, non-contributory endorsement in favor of SCCS or SCCS's insurance or self-insurance program.

12. The Provider shall maintain and preserve any and all written and electronic records relating to this Agreement, including without limitation, invoice support (e.g., hours and days worked and other detail) for a period of not less than three (3) years after final payment under this Agreement. The SCCS, its employees and agents and the Office of the State Auditor shall have the right to audit, examine, inspect and copy any and all of Provider's records relating to this Agreement at any time during normal business hours. Additionally, pursuant to Government Code Section 8546.7, the Provider is hereby advised that every contract involving the expenditure of public funds in excess of ten thousand dollars ($10,000.00) shall be subject to examination and audit of the State Auditor as specified in the code.

13. ASSIGNMENT: This Agreement is not assignable or delegable by either party, except upon the prior written consent of the other party.

14. COMPLIANCE AND CERTIFICATION: The Provider shall comply with all applicable SCCS, federal, state, and local laws, rules, regulations, policies and ordinances and workers' compensation laws. The Provider represents and warrants it does not have any potential, apparent or actual conflict of interest relating in any way to this Agreement. The Provider and any of its employees and/or sub Provider(s) are NOT presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any agency.

15. The Provider, if an employee of another public agency, certifies that Provider will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually performed pursuant to this Agreement.

16. Any modification of this Agreement shall be effective only if it is in writing and signed by the parties, except that the SCCS may unilaterally amend this Agreement in writing to accomplish the following changes:

    a) Increase dollar amounts;
    b) Effect administrative changes;
    c) Effect other changes as required by law.

17. CONFLICT OF INTEREST: Provider represents that it has no existing financial interest and will not acquire any such interest, direct or indirect, which could conflict in any manner or degree with the performance or services required under this Agreement and that no person having any such interest

shall be subcontracted in connection with this Agreement, or employed by the Provider. Provider will take all necessary steps to avoid the appearance of a conflict of interest and shall have duty to disclose to the SCCS prior to entering this Agreement any and all circumstances existing at such time which would pose a potential conflict of interest.

18. This Agreement constitutes the entire Agreement between the parties and supersedes any and all prior or contemporaneous oral or written Agreements.

19. GOVERNING LAW: This Agreement shall be governed and construed by the law of the State of California regardless of any conflicts of laws or rules that would require the application of the laws of another jurisdiction. Venue shall be in San Bernardino County, California.

20. CONFIDENTIALITY: All communications and information obtained by the Provider from the SCCS relating to this Agreement and all information developed by Provider under this Agreement are confidential. Should there be a need for the Provider to maintain on its server(s) and/or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA), Provider must take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations.

Authorized representatives of the parties have executed this Agreement as indicated below.

PROVIDER:

Ed Files
261 E. Imperial Hwy, #550
Fullerton, CA 92835

_____
(Signature, Authorized Representative)
AJ Jiwani
Director Business Development

657-217-3260
(Telephone)

ajiwani@edfiles.com
(Email Address)

SCCS:

Santa Cruz City School
405 Old San Jose Road Soquel
Santa Cruz CA 95073
Attn: Mr. Patrick Gaffney, Assistant Superintendent,
Business Services

_____
(Signature, Authorized Representative)

_____
Supervisor/Principal/ SCCS Administrator

_____

Santa Cruz City School
Funding Administrator (if applicable)

03-27-18 _____
(Date)

_____
(Date)

SCCS Approval Date: _____
SCCS Requisition number: _____P.O. number_____

Our Prices includes, File Prep, Scanning, Indexing and Compliant Destruction with a Scanned File Audit Report

Types of Files	**Estimated No. of Boxes and Drawers**	**Approximate Cost Estimate**
Standard Banker Boxes	**<u>32</u> Boxes** (preliminary estimate…actual count will be determined upon pickup and separation of permanent records) 15x12x10	$89 x 32 = $1958
Lateral File Cabinet (Active Files)	Lateral File Cabinets 4 Drawers Each	$229 x _____ =
Vertical Cabinets (Files)	File Vertical Cabinets (4 drawers each) 27 File Cabinets of ***Inactive Records*** 27 x 4 = 108 drawers 19 Cabinets of ***Active Records*** 19x4 = 76 drawers	In-Active $199 x 108 = $21,492 Active $199 x 76 = $15,124

Large Banker Box	per (Large Legal) box 24x15x10	$159 x _____ =
Approximate Total		$ 38,574.00

Please note the above is an estimate template of boxes & file cabinet drawers, actual quantity and cost will reflect exact count of boxes and cabinets drawers picked up and scanned. *See separate proposal for the software tool and cloud drive for storing and managing scanned files going forward*. (initials_____)

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Approve Grade Break Engineering Proposal for Pavement Improvements at Harbor High School

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Approve the Grade Break Engineering proposal for pavement improvements at Harbor High.

PROJECT DESCRIPTION:
The proposed project will entail furnishing labor, equipment and materials for improvements to the parking lot including: demo and paving of "alligatored" pavement areas.

FISCAL IMPACT:
$10,991.00 to be paid from the Building Fund (Restricted).

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

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

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

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

Prepared by: Trevor Miller, Director, Facility Services

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GRADE BREAK
ENGINEERING

General Engineering Contractor LIC # 1027079, DIR # 1000049567
920 Day St, Gonzales Ca 93926, PO Box 4957 Salinas Ca 93912
Johnny: (831)-272-5181; Fernando: (831)-210-1308

Santa Cruz Schools 4.2.18

Reference: Harbor Heights Additional Asphalt

We propose to furnish labor, equipment, and materials to construct the following improvements at the Harbor Heights School:

DEMO AND PAVE

- Saw cut existing asphalt to around alligatored area
- Demo approximately 1620 sf of asphalt and off haul
- Grade and compact existing material
- Pave approximately 45 tons of asphalt at 4" thick at area of work

PRICE: $10,991.00 P.O. once approved

FULL DEPTH REPAIR

- Saw cut existing asphalt to around alligatored area
- Demo approximately 1620 sf of asphalt and off haul
- Excavate an additional 8" down for new section of 4/8
- Import and compact 8" of class 2 base rock
- Pave approximately 45 tons of asphalt at 4" thick at area of work

PRICE: $18,531.00

Special Conditions and Exclusions:

- **WORK TO BE DONE AT SAME TIME AS SPEED BUMP PLACEMENT**
- Engineering, surveying and/or staking
- Dewatering
- Compaction testing
- Permits, fees and/or inspections
- Encroachment permit for approach included
- Sub excavation and/or reoccupation UON
- Joint sealing / concrete caulking
- No Color concrete included
- Handling of spoils created by others

GRADE BREAK
ENGINEERING

General Engineering Contractor LIC # 1027079, DIR # 1000049567
920 Day St, Gonzales Ca 93926, PO Box 4957 Salinas Ca 93912
Johnny: (831)-272-5181; Fernando: (831)-210-1308

- Temporary and/or permanent fencing
- No planter excavation or fill
- Existing underground utility removal, replacement, and/or hydro seeding
- Any item not specifically mentioned in the above proposal shall be excluded

Please call if you have any questions regarding the items listed in the above proposal or if you would like to schedule the work. Thank you for the opportunity to bid on this project. I look forward to working with you in the near future.

Respectfully Submitted,
Grade Break Engineering
Johnny Jaramillo
Owner

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Approve Agreement with Peace United Church of Christ for Mutual Use of Parking Facilities at Westlake Elementary School and at Peace United Church of Christ

MEETING DATE: April 18**,** , 2018

FROM: Patrick Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Agreement with Peace United Church of Christ for mutual use of parking facilities at Westlake Elementary School and at Peace United Church of Christ.

BACKGROUND:

Peace United Church of Christ is located next door to Westlake Elementary School on High Street. Each property owner has allowed the other to use their parking lots for overflow parking. The proposed agreement formalizes this arrangement. For the 2018-19 year, Peace United will assign ten parking permits for their lot to SCCS/Westlake School. Parents will be allowed to use the Peace United parking lot for 30 minutes before and after the opening of school bell, and for 30 minutes before and after the end of the day bell. Outside of these time periods, parking in the Peace United lot will only be allowed with a permit. The District will allow overflow parking in the Westlake parking lot for Peace United congregants and visitors at times when school is not in session and when no events are scheduled at Westlake. Each party will maintain a $1 million liability insurance policy and provide a copy of it to the other party.

FISCAL IMPACT:

None.

This work is in direct support of the following District goals and their corresponding metrics:
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #5: SCCS will maintain a balanced budget and efficient and effective management.
Goal #6: SCCS will maintain strong communication and partnership with its diverse community.

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Agreement for Mutual Use of Parking Facilities

1. Peace United Church of Christ ("Peace") owns and occupies property at 900 High Street, Santa Cruz, California.

2. The Santa Cruz City School District ("District") owns and occupies Westlake School on adjacent property at 1000 High Street, Santa Cruz, California.

3. Each party has for decades allowed the other party to use its facilities as follows:

a. Peace has allowed Westlake School's faculty, administration and parents to use Peace's lots for loading, unloading, and overflowing parking, all without restriction.

b. District has allowed Peace's staff, congregants, and other attendees to use District's parking lots at Westlake School for overflow parking during Peace's public events, which occur only when District's school is not in session, and no more than six times per year.

4. From the 2018-2019 academic year forward, parking at Peace will be by permit only. Peace will assign a certain number of permits to District/Westlake School per academic year, and will provide these permits at the church's cost. The number of permits will be determined and communicated on January 1, for the following academic year (beginning in August). For 2018-2019, Peace will assign ten parking permits to District/Westlake School.

5. For the purposes of drop-off and pick-up (loading and unloading), parents will be allowed to use Peace parking for the period of thirty minutes prior to the opening of school bell until thirty minutes after the opening of school bell, and again for the period of thirty minutes prior to the end of the day bell until thirty minutes after the end of the day bell. Using the Peace parking lot outside of these periods will require a permit. Un-permitted cars from District/Westlake cars are subject to towing.

6. Each party will maintain a $1,000,000 liability insurance policy and will provide a copy of that policy to the other party.

7. Peace will provide 10 parking permits to the Westlake School

Office, where they can be accessed by faculty, staff, or parents. Once those permits are used each day, no more permits or parking spaces will be available. District/Westlake has the responsibility to communicate the new parking agreement to its faculty, staff, and parents and to notify its community when an event precludes parking availability at Peace Church. Peace Church will notify District/Westlake when major events are scheduled.

8. District will allow overflow parking for Peace United congregants, attendees at events, and other visitors designated by Peace United, at times when school is not in session (evenings, weekends, and school holidays) and when no events are scheduled at District's Westlake School.

9. The parties wish to confirm and formalize this arrangement, which can be re-negotiated with 30 days written notice by either party. The agreement may continue for an additional ten years after this document is signed and extended for additional ten-year periods by consent of both parties.

PEACE UNITED CHURCH OF CHRIST,

by_____ Date_____

Moderator of the Congregation

SANTA CRUZ CITY SCHOOLS,

by_____ Date_____

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM:	Approve Elite Interactive Solutions, Inc. Proposal for New Security System at Harbor High School
MEETING DATE:	April 18, 2018
FROM:	Patrick K. Gaffney, Assistant Superintendent, Business Services
THROUGH:	Kris Munro, Superintendent

RECOMMENDATION:

Approve the Elite Interactive Solutions Inc. proposal for new security system at Harbor High School.

BACKGROUND:

The District is considering options to improve security at our campuses. Harbor High has the highest number of after-hour incidents of SCCS schools. Elite Interactive Solutions has proposed a cost-effective, thorough security system set up, which links intelligent video surveillance systems with highly trained security agents who monitor these systems through a state of the art command center. A variety of cameras will be used, some of which analyze motion and broadcast a verbal warning to intruders to leave. Some of the cameras are able to tilt, pan and zoom, providing a sweeping view of areas. This installation is a **pilot program (no added costs - in lieu of present security expenditures)**; if effective, it may be implemented at other SCCS campuses.

FISCAL IMPACT:

This project will be funded by the General Fund (Unrestricted).

Start Up Cost (including 3 months fee):	**$9,912.10**
Monthly Fee (for 9 months):	**$2,980.70 = $26,826.30**
Total project cost	**$36,738.40**

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

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

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

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

Prepared by: Trevor Miller, Director, Facility Services

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END CRIME ON YOUR PROPERTY
WITH REMOTE GUARDING

MVDO.BP20975

CargoNet

Elite Interactive Solutions, Inc.
1200 W Seventh Street, Suite L1-180
Los Angeles, CA 90017
877-435-4832
www.eliteisi.com

Trevor Miller
Director of Facilities Services
Santa Cruz City Schools Facilities Office
536 Palm Street Santa Cruz CA 95060

April 6, 2018

Dear Trevor,

Thank you for your interest in Elite Interactive Solutions. Elite is a security-consulting firm that specializes in crime, catastrophe, and terrorism prevention. Here at Elite, our main focus and core strength is in providing remote guarding services to clients. This entails a thorough security system set up, which links intelligent video surveillance systems with highly trained security agents who monitor these systems through our state of the art command center. Elite builds custom security solutions based on each client's specific security needs.

Our clients receive many benefits from partnering with us, such as:

Preferential treatment from law enforcement:

- Elite creates a partnership between client facilities and local law enforcement and works with police directly to support first responders to crime scenes. This helps ensure the fastest response from law enforcement possible.

Daily activity reports and incident reports:

- Elite provides daily reports to clients itemizing major activities and events that occurred during guarded periods.

Increase security effectiveness while reducing costs:

- Remote monitoring solutions generate unrivaled savings by reducing dependence on security guards, preventing future losses, and consequently saving money on insurance deductibles and premiums.

Stop frivolous lawsuits and employee issues:

- Employee accidents, customer incidents & other occurrences can be found, retrieved, and archived to a DVD or other file format for later use. This can help produce critical evidence for use in court or otherwise.

END CRIME ON YOUR PROPERTY
WITH REMOTE GUARDING

MVDO.BP20975

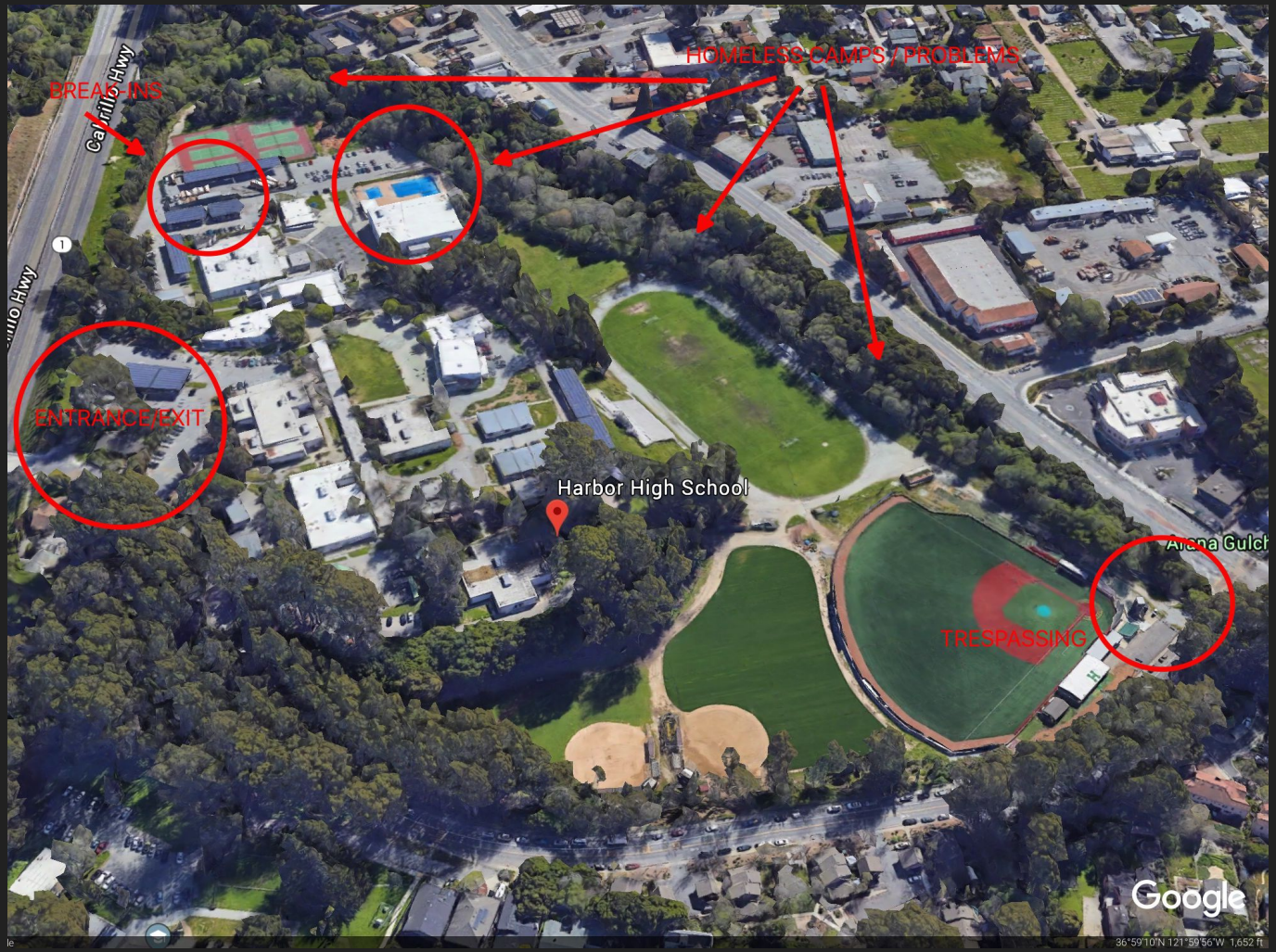
Elite Interactive Solutions, Inc.
1200 W Seventh Street, Suite L1-180
Los Angeles, CA 90017
877-435-4832
www.eliteisi.com

By choosing Elite Interactive Solutions for your security program, you are taking the first step in significantly improving the security and safety of your organization while simultaneously reducing costs.

Please let me know if you have any questions.

Best Regards,
Benjamin Hartel
Northern California Director of Security
Elite Interactive Solutions, Inc.
bhartel@eliteisi.com
831-471-7155

ELITE
INTERACTIVE SOLUTIONS
A Remote Guarding Company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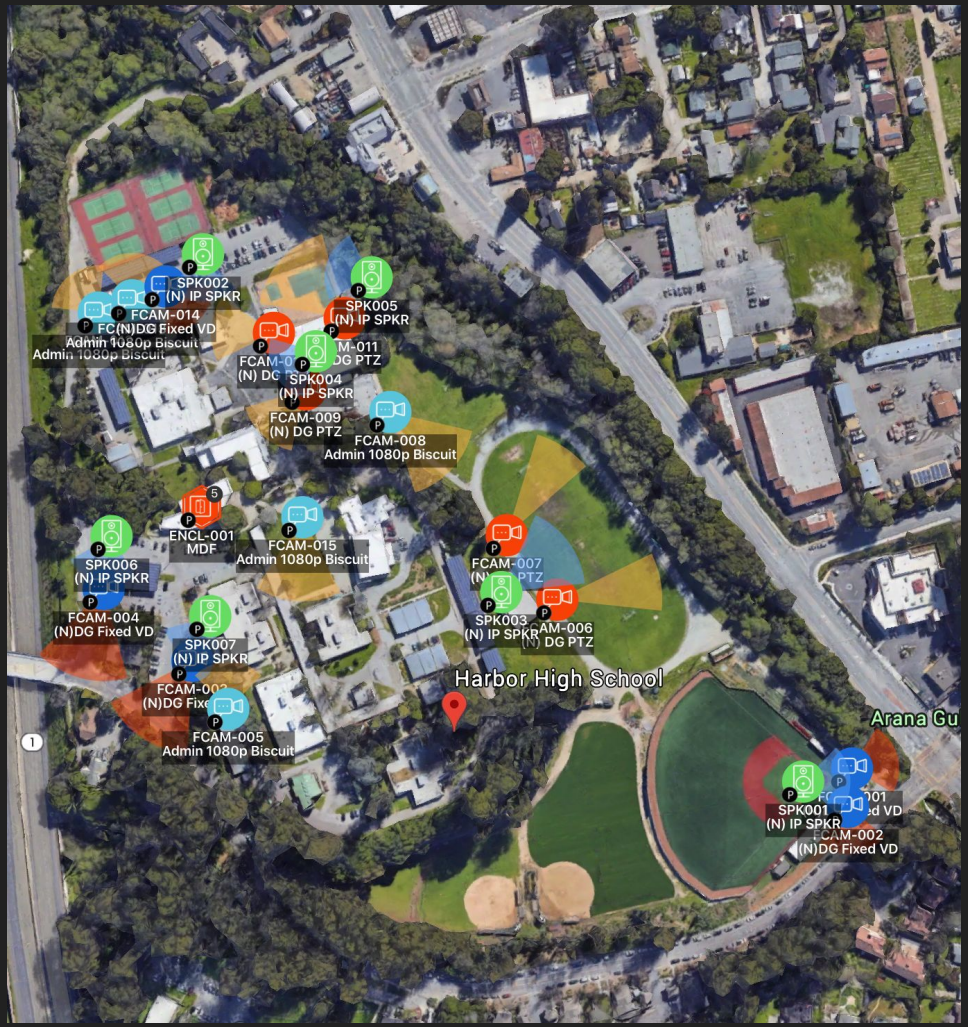
BREAK INS
ENTRANCE/EXIT
Harbor High School
TRESPASSING
Google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Admin 1080p Biscuit
SPK005
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FCAM-009
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FCAM-008
Admin 1080p Biscuit
ENCL-001
MDF
FCAM-015
Admin 1080p Biscuit
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FCAM-004
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FCAM-005
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Harbor High School
Arana Gu
SPK001
(N) IP SPKR
FCAM-002
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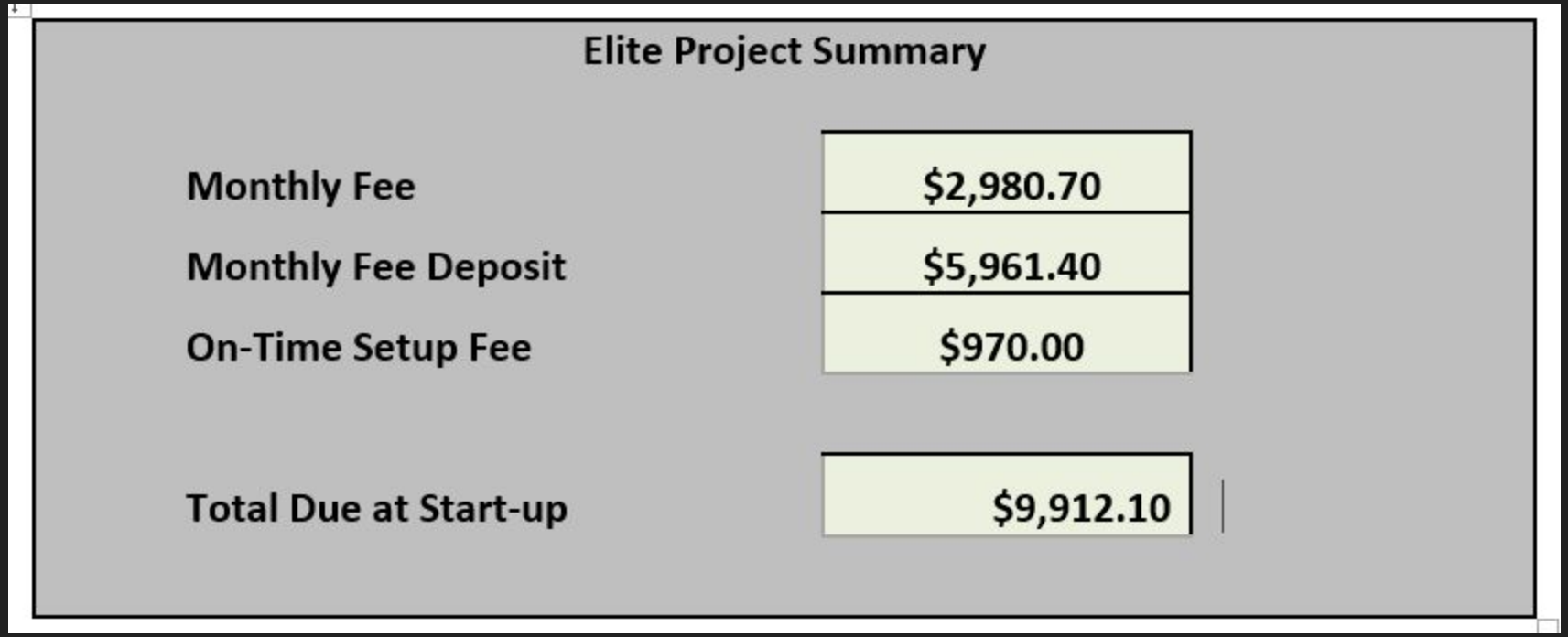
Elite Project Summary
Monthly Fee
$2,980.70
Monthly Fee Deposit
$5,961.40
On-Time Setup Fee
$970.00
Total Due at Start-up
$9,912.10

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Bond Projects Agreements, Proposals and Bids

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Ratify the bond projects contracts, proposals and bids below, executed pursuant to Board Policy 3300.

BACKGROUND:
On June 14, 2017, the Board of Education delegated authority to enter into contracts on behalf of Santa Cruz City Schools and to purchase supplies, materials, apparatus, equipment and services up to the amounts specified in Public Contract Code 20111 and Education Code Section 17605 to the Superintendent or designees, and required that the Board of Trustees ratify contracts within sixty (60) days of incurring the expense.

The following contracts, proposals and bids are presented for ratification:

		Contract Cost
8.3.1	Waterproofing Associates – Agreement for Roofing at Natural Bridges	$691,898
8.3.2	Waterproofing Associates – Change order # 1 for gutter and downspout work at Natural Bridges	$13,444
8.3.3	Ifland Survey – Change order #1 for additional design work at Soquel High	$1,600
8.3.4	M3 Environmental consulting – proposal for abatement oversight on roofing replacement at Mission Hill Middle School	$10,910
8.3.5	Roofing & Solar Construction, Inc. – agreement for roofing work at Harbor High	$1,295,000

FISCAL IMPACT:
As indicated above.

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

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

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

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

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Ratify the Waterproofing Associates Inc. Agreement for Natural Bridges Elementary School Roofing Replacement

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Ratify the Waterproofing Associates Inc. agreement for roofing at Natural Bridges Elementary School.

PROJECT DESCRIPTION:
Waterproofing Associates, Inc. was awarded the bid for this project at the March 28, 2018 Board meeting. The project entails removal and replacement of approximately 56,000 sq ft of roofing and associated components at Natural Bridges Elementary School. The Board is asked to ratify the agreement terms at this meeting.

FISCAL IMPACT:
$691,898, to be funded from Measure 'B' bond funds (Restricted).
Materials Cost through CMAS previously approved February 28, 2018
$579,008.14 Total project construction cost $1,270,876.14, representing 23% of the site budget.

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

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

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

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

Prepared by: Trevor Miller, Director, Facility Services

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AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement, effective March 29th, 2018, is by and between Santa Cruz City Schools, in Santa Cruz County, California, hereinafter called the "Owner," and Waterproofing Associates Inc. hereinafter called the "Contractor."

WITNESSETH: That the Contractor and the Owner for the consideration hereinafter named agree as follows:

ARTICLE I. SCOPE OF WORK. The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the Work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

Campus Re-roofing at Natural Bridges Elementary, at 255 Swift Street, Santa Cruz

all in strict compliance with the plans, drawings and specifications therefore prepared by: MADI Architects of Santa Cruz

and other Contract Documents relating thereto.

ARTICLE II. CONTRACT DOCUMENTS. The Contractor and the Owner agree that all of the documents listed in Article 1.1.1 of the General Conditions form the Contract Documents which form the Contract.

ARTICLE III. TIME TO COMPLETE AND LIQUIDATED DAMAGES.

Time is of the essence in this Contract, and the time of Completion for the Work ("the Contract Time") shall be sixty (60) calendar days from (a) the date of commencement of the Work as established in the Owner's Notice to Proceed, or (b) if no date of commencement is established in a Notice to Proceed from Owner, the date of Contractor's actual commencement of the Work (including mobilization).

Failure to Complete the Work within the Contract Time and in the manner provided for by the Contract Documents, or failure to complete any specified portion of the Work by a milestone deadline, shall subject the Contractor to liquidated damages. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Work were not Completed within the Contract Time, or if any specified portion of the Work were not completed by a milestone deadline, are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the Work, disruption of activities, costs of administration and supervision, third party claims, and the incalculable inconvenience and loss suffered by the

public.

Accordingly, the parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon failure of the Contractor to Complete the Work within the Contract Time or complete any specified portion of the Work by a milestone deadline: $200.00 for each calendar day.

In addition, Contractor shall be subject to liquidated damages, or actual damages if liquidated damages are not recoverable under law, for causing another contractor on the Project to fail to timely complete its work under its contract or for causing delayed *completion* of the Project. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if another contractor on the Project were to fail to timely complete its work under its contract or delay *completion* of the Project are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the Work, loss of use of the other contractor's work, loss of use of the Project, disruption of activities, costs of administration and supervision, third party claims, the incalculable inconvenience and loss suffered by the public, and an Owner's inability to recover its delay damages from the contractors whose work was delayed by Contractor.

For Contractor's obligations regarding claims against Owner from other contractors on the Project alleging that Contractor caused delays to their work, see General Conditions sections 3.7.4, 3.16 and 6.2.3.

If liquidated damages accrue as described above, the Owner, in addition to all other remedies provided by law, shall have the right to assess the liquidated damages at any time, and to withhold liquidated damages (and any interest thereon) at any time from any and all retention or progress payments, which would otherwise be or become due the Contractor. In addition, if it is reasonably apparent to the Owner before liquidated damages begin to accrue that they will accrue, Owner may assess and withhold, from retention or progress payments, the estimated amount of liquidated damages that will accrue in the future. If the retained percentage or withheld progress payments are not sufficient to discharge all liabilities of the Contractor incurred under this Article, the Contractor and its sureties shall continue to remain liable to the Owner until all such liabilities are satisfied in full.

If Owner accepts any work or makes any payment under the Contract Documents after a default by reason of delays, the payment or payments shall in no respect constitute a waiver or modification of any provision in the Contract Documents regarding time of Completion, milestone deadlines, or liquidated damages.

ARTICLE IV. PAYMENT AND RETENTION. The Owner agrees to pay the Contractor in current funds six hundred and ninety-one thousand eight hundred and sixty-eight dollars (**$691,868.00**) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account

thereof, as provided in the General Conditions.

ARTICLE V. CHANGES. Changes in this Agreement or in the Work to be done under this Agreement shall be made as provided in the General Conditions.

ARTICLE VI. TERMINATION. The Owner or Contractor may terminate the Contract as provided in the General Conditions.

ARTICLE VII. PREVAILING WAGES. The Project is a public work, the Work shall be performed as a public work and pursuant to the provisions of Section 1770 et seq. of the Labor Code of the State of California, which are hereby incorporated by reference and made a part hereof, the Director of Industrial Relations has determined the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which the Work is to be performed, for each craft, classification or type of worker needed to execute this Contract. Per diem wages shall be deemed to include employer payments for health and welfare, pension, vacation, apprenticeship or other training programs, and similar purposes. Copies of the rates are on file at the Owner's principal office. The rate of prevailing wage for any craft, classification or type of workmanship to be employed on this Project is the rate established by the applicable collective bargaining agreement which rate so provided is hereby adopted by reference and shall be effective for the life of this Agreement or until the Director of the Department of Industrial Relations determines that another rate be adopted. It shall be mandatory upon the Contractor and on any subcontractor to pay not less than the said specified rates to all workers employed in the execution of this Agreement.

The Contractor and any subcontractor under the Contractor as a penalty to the Owner shall forfeit not more than Two Hundred Dollars ($200.00) for each calendar day or portion thereof for each worker paid less than the stipulated prevailing rates for such work or craft in which such worker is employed. The difference between such stipulated prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the stipulated prevailing wage rate shall be paid to each worker by the Contractor.

The Contractor and each Subcontractor shall keep or cause to be kept an accurate record for Work on this Contract and Project showing the names, addresses, social security numbers, work classification, straight time and overtime hours worked and occupations of all laborers, workers and mechanics employed by them in connection with the performance of this Contract or any subcontract thereunder, and showing also the actual per diem wage paid to each of such workers, which records shall be open at all reasonable hours to inspection by the Owner, its officers and agents and to the representatives of the Division of Labor Law Enforcement of the State Department of Industrial Relations. The Contractor and each subcontractor shall furnish a certified copy of all payroll records directly to the Labor Commissioner.

Public works projects shall be subject to compliance monitoring and enforcement

by the Department of Industrial Relations. A contractor or subcontractor shall not be qualified to submit a bid or to be listed in a bid proposal subject to the requirements of Public Contract Code section 4104 unless currently registered and qualified under Labor Code section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

ARTICLE VIII. WORKING HOURS. In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the Division of Labor Law Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars ($25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

ARTICLE IX. APPRENTICES. The Contractor agrees to comply with Chapter 1, Part 7, Division 2, Sections 1777.5 and 1777.6 of the California Labor Code, which are hereby incorporated and made a part hereof. These sections require that contractors and subcontractors employ apprentices in apprenticeable occupations in a ratio of not less than one hour of apprentice's work for each five hours of work performed by a journeyman (unless an exemption is granted in accordance with Section 1777.5) and that contractors and subcontractors shall not discriminate among otherwise qualified employees as indentured apprentices on any public works solely on the ground of sex, race, religious creed, national origin, ancestry or color. Only apprentices as defined in Labor Code Section 3077, who are in training under apprenticeship standards and who have signed written apprentice agreements, will be employed on public works in apprenticeable occupations. The responsibility for compliance with these provisions is fixed with the Contractor for all apprenticeable occupations.

ARTICLE X. DSA OVERSIGHT PROCESS. NOT USED

ARTICLE XI. INDEMNIFICATION AND INSURANCE. The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers,

agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be $1,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be $1,000,000.00 per accident for bodily injury and property damage combined single limit.

ARTICLE XII. ENTIRE AGREEMENT. The Contract constitutes the entire agreement between the parties relating to the Work, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856.

ARTICLE XIII. EXECUTION OF OTHER DOCUMENTS. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

ARTICLE XIV. EXECUTION IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

ARTICLE XV. BINDING EFFECT. Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

ARTICLE XVI. SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM. If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Santa Cruz, subject to transfer of venue under applicable State law, provided

that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

ARTICLE XVII. AMENDMENTS. The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, which includes change orders signed by the parties and approved or ratified by the Governing Board.

ARTICLE XVIII. ASSIGNMENT OF CONTRACT. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

ARTICLE XIX. WRITTEN NOTICE. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

_____ (*CONTRACTOR*) Waterproofing Associates, Inc.	**Santa Cruz City Schools**
_____ SIGNED BY ____ (*contractor*) Dennis Ryan, President	_____ Patrick Gaffney Assistant Superintendent of Business
_____ SIGNED BY ____ (*contractor*) Steve Nash, Secretary	

649862
CALIFORNIA CONTRACTOR'S LICENSE NO.

07-31-2018
LICENSE EXPIRATION DATE

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation,

followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Approve the Waterproofing Associates Inc. Change Order #1 for Roofing at Natural Bridges Elementary School

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Change Order #1 for Waterproofing Associates Inc. roofing at Natural Bridges Elementary School.

PROJECT DESCRIPTION:

The Project is '**Campus Re-Roofing at Natural Bridges Elementary**'. The project entails removal and replacement of approximately 56,000 sq. ft. of roofing and associated components. Change order #1 is for removal of gutters on down slope side of three portables near the gym, custom fabrication of gutters and replacement of down spouts, straps and drop outlets.

FISCAL IMPACT:

Original Contract	**$691,898.0**
Change Order #1	**$13,444.00**
Total	**$705,342.0**

This change order is funded from Bond Measure B (Restricted) and amounts to .02% of the site budget.

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

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

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

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

Prepared by: Trevor Miller, Director, Facility Services

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WATERPROOFING ASSOCIATES
California License C-39/649862
975 Terra Bella Ave.
Mountain View, CA 94043
Phone Fax 650-937-1299
Fax Phone 650-965-9005

Proposed Change Order # 1

GC Ref:

Project: **Natural Bridges**

Date: 4/6/2018

Description: Remove gutters on down slope side of three portables near gym. Custom fabricate gutters from Garland .040 and replace down spouts, straps and drop outlets.

Material:	*Item*	*Quantity*	*Unit*	*Unit Cost*	*Amount*
1	0.040 Aluminum	5	ea	$175.00	$875.00
2	Downspouts	6	ea	$99.00	$594.00
3	Straps/drop outlets	110	ea	$9.00	$990.00
4	Misc materials	1	ea	$250.00	$250.00
5	Sealant	1	case	$386.00	$386.00
6					$0.00
7					$0.00
8					$0.00
9					$0.00
10					$0.00
				Mats. Subtotal:	$3,095.00
				Tax: 9.00%	$278.55
				Mats. Total:	**$3,373.55**

Labor:	*Hours*	*Rate*	*Time + 1/2*	*Rate*	*Amount*
Roofer	48	$110.00			$5,280.00
Roofer					$0.00
Roofer					$0.00
Roofer					$0.00
Roofer					$0.00
				Labor Total:	**$5,280.00**

Equipment & Misc. Costs:

		Amount
1	Trash disposal	$150.00
2	Freight	$1,200.00
3	Metal fabrication	$1,200.00
	Equip. & Misc. Total:	**$2,550.00**
	Subtotal (Mat.,Labor, Equip.&Misc.):	**$11,203.55**
	Overhead & Profit: 20.00%	**$2,240.71**

Other Costs:

		Amount
1		
2		
3		
	Bond: 0.00%	**$0.00**

Total Change Order Amount: $13,444

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Approve Change Order #1 for Ifland Survey for Additional Design Work at Soquel High School

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Approve Change Order 1 for Ifland Survey additional design survey at Soquel High School.

PROJECT DESCRIPTION:
The Board approved a proposal from Ifland Survey on 6/14/17 for survey and mapping work at multiple sites, including Soquel High School. The original project entailed performing record research and field surveying as needed to compute and plot a record property boundary relative to the topography survey work. The change order includes additional design survey work along the southeastern corner of the Soquel High School field track for building design.

FISCAL IMPACT:

Original Contract amount	**$55,900.00**
Change Order #1	**$1,600.00**
Total	**$57,500.00**

These costs will be paid from Bond Measure A (Restricted). The revised total, including the change order, represents 0.005% of the site budget.

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

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

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

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

Prepared by: Trevor Miller, Director, Facility Services

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IFLAND SURVEY
Surveying - Mapping - GPS

5300 Soquel Ave., Suite 101
Santa Cruz, CA 95062
831.426.7941 Fax 831.426.6266

EXTRA WORK ORDER

Project#: G17022

Work Authorization

As an authorized representative of Santa Cruz City Schools, I hereby authorize Gary Ifland & Assoc., Inc. to perform the following extra work on a time and materials basis. This work is in addition to any contract scope, quantities or items and any estimate of time provided is only an estimate. Actual charges will be based upon final time accounting.

Description Of Work To Be Performed:

Perform additional design survey work along the Southeastern corner of the field track for building design, as shown on the attached mark up.

FEE ESTIMATE: $ 1,600

Authorized Signature: _____ Date: _____

Print Name: _____

OFFICE USE ONLY BELOW

EXTRA WORK ORDER #: _____

DATE	CHARGES	HRS.	RATE	TOTAL

1. Hourly rates include all labor, equipment and materials.
2. All work shall be performed in accordance with the contract general provisions.
3. Contractor shall notify project engineer in writing prior to any design changes related to this work.
4. A copy of this extra work order shall be provided to the client or contractor.
5. Unless otherwise noted,the not-to-exceed amount for this work order shall be limited to 125% of the fee estimate (if any).

Gary Ifland & Assoc. Date

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Approve M3 Environmental Consulting LLC Proposal for Abatement Oversight for the Roof Replacement Project at Mission Hill Middle School

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Approve the M3 Environmental Consulting LLC proposal for abatement oversight for the Roof Replacement Project at Mission Hill Middle School.

PROJECT DESCRIPTION:
The proposal is for professional services. It is based on the Cal-OSHA requirements to provide an abatement specification and abatement oversight services during demolition activities that will disturb hazardous materials.

Fiscal Impact:
$10,910.00 to be paid from Measure 'A' Bond Funds (Restricted). This represents 0.05% of the site budget.

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

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

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

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

Prepared by: Trevor Miller, Director, Facility Services

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ENVIRONMENTAL
CONSULTING LLC

April 5, 2018

Mr. Trevor Miller
Director of Facilities
Santa Cruz City Schools
536 Palm Street
Santa Cruz, CA 95060
831.429.3904 (p)

Via email:
trevormiller@sccs.net

Subject: Proposal for Specification Development and Abatement Oversight Services for the Roof Replacement Project at Mission Hill Middle School Located at 425 King Street in Santa Cruz, California.
M³ Proposal No. 182364

Dear Mr. Miller:

M³ Environmental Consulting (M³) is pleased to present this proposal to provide an abatement specification and abatement oversight services for roof replacement project at Mission Hill Middle School located at 425 King Street in Santa Cruz, California. This proposal is based on information gathered during the initial inspection conducted on January 30, 2018 and subsequent telephone conversations and e-mails with the District and M³.

Project Understanding

M³ understands that the main roof of the school is to be re-roofed. Demolition activities will disturb asbestos and lead paint and require a hazardous material removal specification, and subsequent abatement oversight services.

The Santa Cruz City Schools District (SCCS) is requesting a quote for a written specification for the removal of hazardous materials prior to demolition of the roof, as well as abatement oversight services.

The intent of the asbestos inspection is to meet the requirements of the Monterey Bay Air Resources District (MBARD) Rule 424 and the California Occupational Safety and Health Administration (Cal-OSHA) asbestos construction standard.

The lead and other hazardous materials inspections are to be performed to meet the requirements of the Cal-OSHA lead standard and EPA disposal requirements.

Scope of Work

This proposal presents the services needed to successfully complete this project based on the above understanding. M³ will provide the following services to successfully complete this project:

Task 1 - Hazardous Materials Abatement Specification

The specification will identify the materials (primarily ACM and LCP) to be removed during this project and will require compliance with regulations issued by the Federal Occupational Safety and Health Administration (OSHA), California OSHA (Cal/OSHA), the United States Environmental Protection Agency (EPA), and the MBARD. The specification will describe the scope of work and procedures to be followed, including:

- Required notifications
- Applicable regulations

- Air monitoring
- Work area preparation
- Work practices
- Methods of removal
- Decontamination
- Condition of occupancy
- Waste disposal requirements

Task 2 – Hazardous Materials Abatement Oversight

- Provide an industrial hygienist to supervise M³ staff working on the project and attend pre-bid and pre-construction meetings, as requested.

- Review the abatement contractor's submittals for conformance with the abatement specification and regulatory requirements

- Observe the work practices and procedures of the abatement contractor during hazardous materials removal activities and monitor conformance with the specification and applicable federal, state, and local regulations. We will complete checklists summarizing field observations and will include this in a written report at the completion of the project. As there is no project scope, for the purposes of this proposal it is assumed the contractor will complete the abatement within five 8-hour shifts, including time for visual clearances of the work areas.

- Conduct area air sampling during asbestos and lead removal activities at locations adjacent to the work areas to evaluate contractor work practices and to evaluate how well fibers and dust emissions are being contained in the regulated work areas. Up to four samples will be collected per day each for lead and asbestos.

  In the event that airborne fiber counts exceed the United States Environmental Protection Agency (USEPA)-recommended PCM clearance level of 0.01 fibers/cubic centimeter (f/cc), these samples will, with your prior authorization, be submitted for confirmatory analysis by TEM, utilizing the USEPA Asbestos Hazard Emergency Response Act (AHERA) analytical protocol. This method differentiates asbestos fibers from other fibers.

- Conduct a visual inspection of the work areas prior to contractor demobilization and re-roofing activities.

- Collect two lead waste stream samples for analysis to determine if the waste is hazardous.

- Prepare and submit a written report at the completion of the project documenting project activities and air monitoring results.

Fees

All services described will be provided based on the following schedules:

Task 1 – Hazardous Materials Abatement Specification

Fixed fee	$2,500.00
Abatement Specification Total Fee	***$2,500.00***

Task 2 – Hazardous Materials Abatement Oversight

Staff/Expense	Budget	Unit	Total
Principal	4 hours	$205/hour	$820.00
Staff Environmental Consultants (Includes prep, travel, survey, report writing)	60 hours	$95/hour	5,700.00
Clerical	4 hours	$65/hour	260.00
PCM air samples (3-day turnaround)	16 samples	$14 each	224.00
Lead FAA air samples (3-day turnaround)	16 samples	$16 each	256.00
Lead waste stream testing (5-day turnaround)	2 samples	$350 each	700.00
Mileage, FedEx, copies, supplies, etc.			450.00
	Estimated Oversight Fee		***$8,410.00***
	Estimated Project Total		**$10,910.00**

Our estimated fee is based on the following assumptions:

Abatement Oversight

- M³ rates are based on 8-hour work shifts. Extra hours for additional or longer shifts, meetings outside of the work shift hours, or other necessary activities will be charged according to the hourly rates as shown, plus overtime, upon receipt of you prior approval. The overtime rate for a staff consultant is $115/hour. Costs for M³ to conduct this project are dependent on the performance and timeliness of the asbestos abatement contractor.

- As there is no project scope, for the purposes of this proposal it is assumed the contractor will complete the abatement within five 8-hour shifts, including time for clearances in one containment. Following the receipt of the abatement contractor's schedule the estimated fee is subject to change to fit the appropriate timeline.

Limitations

Although a reasonable effort will be made to identify suspect materials, this does not guarantee that all possible sources of hazardous materials will be identified as certain building materials may be inaccessible or hidden by walls, flooring, partitions, etc. During demolition or renovation operations, building materials may be uncovered that may be suspect. These materials should be sampled and identified before activities resume.

Thank you for the opportunity to submit our proposal to you. If you have any questions please call me at 831.649.4623.

Sincerely,
M³ Environmental Consulting LLC

Chris G. Gatward
Principal
California CAC No. 92-0216

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Ratify the Roofing & Solar Construction Inc. Agreement for Roofing at Harbor High

MEETING DATE: April 18, 2018

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Ratify the Roofing & Solar Construction Inc. agreement for roofing at Harbor School.

PROJECT DESCRIPTION:
The 'Campus Re-Roofing Project at Harbor High School' will entail the removal and replacement of approximately 51,000 sq ft of roofing and associated components. A request for bids was sent out to all contractors on our Uniform Construction Cost Accounting Construction Application list, noticed to the builder's plan rooms and advertised in the local newspapers. Five bids were received. Roofing & Solar Construction Inc. was the successful low bidder. The Board approved awarding of the bid to Roofing & Solar Construction Inc. on March 28, 2018. The Board is asked to ratify the attached agreement for this project.

FISCAL IMPACT:
$1,295,000.00 to be paid from Measure 'A' Bond Funds (Restricted). This represents 4.9% of the site budget.

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

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

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

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

Prepared by: Trevor Miller, Director, Facility Services

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AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement between Owner and Contractor (the "Agreement") effective March 28th, 2018, between Santa Cruz City Schools (the "Owner") and Roofing and Solar Construction Inc. (the "Contractor"), each a "Party" and together, the "Parties" to this Agreement.

The Contractor and the Owner agree as follows:

1. **SCOPE OF WORK.** The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the Work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

Harbor High School Roofing ("Contract")

all in strict compliance with the plans, drawings and specifications therefore prepared by:

Belli Architectural Group

and other Contract Documents relating thereto.

2. **CONTRACT DOCUMENTS.** The Contractor and the Owner agree that all of the documents listed in Article 1.1.1 of the General Conditions form the Contract Documents which form the Contract.

3. **TIME TO COMPLETE AND LIQUIDATED DAMAGES.** Time is of the essence in this Contract, and the time of Completion for the Work (the "Contract Time") shall June 8th through August 10th, the date of Contractor's actual commencement of the Work (including mobilization).

Failure to Complete the Work within the Contract Time and in the manner provided for by the Contract Documents, or failure to complete any specified portion of the Work by a milestone deadline, shall subject the Contractor to liquidated damages. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Work were not completed within the Contract Time, or if any specified portion of the Work were not completed by a milestone deadline, are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the Work, disruption of activities, costs of administration and supervision, third party claims, and the incalculable inconvenience and loss suffered by the public.

Accordingly, the parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon failure of the Contractor to Complete the Work within

the Contract Time or complete any specified portion of the Work by a milestone deadline: $200.00 for each calendar day.

In addition, Contractor shall be subject to liquidated damages, or actual damages if liquidated damages are not recoverable under law, for causing another contractor on the Project to fail to timely complete its work under its contract or for causing delayed *completion* of the Project. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if another contractor on the Project were to fail to timely complete its work under its contract or delay *completion* of the Project are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of such delay include, but are not limited to, loss of the use of the Work, loss of use of the other contractor's work, loss of use of the Project, disruption of activities, costs of administration and supervision, third party claims, the incalculable inconvenience and loss suffered by the public, and an Owner's inability to recover its delay damages from the contractors whose work was delayed by Contractor.

Accordingly, the parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon Contractor causing another contractor on the Project to fail to timely complete its work under its contract or causing delayed *completion* of the Project: $ 200.00 for each calendar day.

For Contractor's obligations regarding claims against Owner from other contractors on the Project alleging that Contractor caused delays to their work, see General Conditions sections 3.7.4, 3.16 and 6.2.3.

If liquidated damages accrue as described above, the Owner, in addition to all other remedies provided by law, shall have the right to assess the liquidated damages at any time, and to withhold liquidated damages (and any interest thereon) at any time from any and all retention or progress payments, which would otherwise be or become due the Contractor. In addition, if it is reasonably apparent to the Owner before liquidated damages begin to accrue that they will accrue, Owner may assess and withhold, from retention or progress payments, the estimated amount of liquidated damages that will accrue in the future. If the retained percentage or withheld progress payments are not sufficient to discharge all liabilities of the Contractor incurred under this Article, the Contractor and its sureties shall continue to remain liable to the Owner until all such liabilities are satisfied in full.

If Owner accepts any work or makes any payment under the Contract Documents after a default by reason of delays, the payment or payments shall in no respect constitute a waiver or modification of any provision in the Contract Documents regarding time of Completion, milestone deadlines, or liquidated damages.

4. PAYMENT. The Owner agrees to pay the Contractor in current funds One million two hundred and ninety five thousand dollars ($1,295,000.00) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof, as provided in the General Conditions. Retention shall be withheld from

progress payments as described in the Instructions to Bidders.
"The above contract price does not include any allowances or contingency fund."

5. CHANGES. Changes in this Agreement or in the Work to be done under this Agreement shall be made as provided in the General Conditions.

6. TERMINATION. The Owner and Contractor may terminate the Contract as provided in the General Conditions.

7. PREVAILING WAGES. The Project is a public work, the Work shall be performed as a public work and pursuant to the provisions of Section 1770 et seq. of the Labor Code of the State of California, which are hereby incorporated by reference and made a part hereof, the Director of Industrial Relations has determined the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which the Work is to be performed, for each craft, classification or type of worker needed to execute this Contract. Per diem wages shall be deemed to include employer payments for health and welfare, pension, vacation, apprenticeship or other training programs, and similar purposes. Copies of the rates are on file at the Owner's principal office. The rate of prevailing wage for any craft, classification or type of workmanship to be employed on this Project is the rate established by the applicable collective bargaining agreement which rate so provided is hereby adopted by reference and shall be effective for the life of this Agreement or until the Director of the Department of Industrial Relations determines that another rate be adopted. It shall be mandatory upon the Contractor and on any subcontractor to pay not less than the said specified rates to all workers employed in the execution of this Agreement.

The Contractor and any subcontractor under the Contractor as a penalty to the Owner shall forfeit not more than Two Hundred Dollars ($200.00) for each calendar day or portion thereof for each worker paid less than the stipulated prevailing rates for such work or craft in which such worker is employed. The difference between such stipulated prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the stipulated prevailing wage rate shall be paid to each worker by the Contractor.

The Contractor and each Subcontractor shall keep or cause to be kept an accurate record for Work on this Contract and Project showing the names, addresses, social security numbers, work classification, straight time and overtime hours worked and occupations of all laborers, workers and mechanics employed by them in connection with the performance of this Contract or any subcontract thereunder, and showing also the actual per diem wage paid to each of such workers, which records shall be open at all reasonable hours to inspection by the Owner, its officers and agents and to the representatives of the Division of Labor Law Enforcement of the State Department of Industrial Relations. Contractor and Subcontractor shall comply with Labor Code section 1776. The Contractor and each subcontractor shall furnish a certified copy of all payroll records directly to the Labor Commissioner monthly.

Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. A contractor or subcontractor shall not be qualified to

submit a bid or to be listed in a bid proposal subject to the requirements of Public Contract Code section 4104 unless currently registered and qualified under Labor Code section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

8. WORKING HOURS. In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the Division of Labor Law Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars ($25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

9. APPRENTICES. The Contractor agrees to comply with Chapter 1, Part 7, Division 2, Sections 1777.5 and 1777.6 of the California Labor Code, which are hereby incorporated and made a part hereof. These sections require that contractors and subcontractors employ apprentices in apprenticeable occupations in a ratio of not less than one hour of apprentice's work for each five hours of work performed by a journeyman (unless an exemption is granted in accordance with Section 1777.5) and that contractors and subcontractors shall not discriminate among otherwise qualified employees as indentured apprentices on any public works solely on the ground of sex, race, religious creed, national origin, ancestry or color. Only apprentices as defined in Labor Code Section 3077, who are in training under apprenticeship standards and who have signed written apprentice agreements, will be employed on public works in apprenticeable occupations. The responsibility for compliance with these provisions is fixed with the Contractor for all apprenticeable occupations.

10. DSA OVERSIGHT PROCESS. The Contractor must comply with the applicable requirements of the Division of State Architect ("DSA") Construction Oversight Process ("DSA Oversight Process"), including but not limited to (a) notifying the Owner's Inspector of Record/Project Inspector ("IOR") upon commencement and completion of each aspect of the Work as required under DSA Form 156; (b) coordinating the Work with the IOR's inspection duties and requirements; (c) submitting verified reports under DSA Form 6-C; and (d)

coordinating with the Owner, Owner's Architect, any Construction Manager, any laboratories, and the IOR to meet the DSA Oversight Process requirements without delay or added costs to the Work or Project.

Contractor shall be responsible for any additional DSA fees related to review of proposed changes to the DSA-approved construction documents, to the extent the proposed changes were caused by Contractor's wrongful act or omissions. If inspected Work is found to be in non-compliance with the DSA-approved construction documents or the DSA-approved testing and inspection program, then it must be removed and corrected. Any construction that covers unapproved or uninspected Work is subject to removal and correction, at Contractor's expense, in order to permit inspection and approval of the covered work in accordance with the DSA Oversight Process.

11. INDEMNIFICATION AND INSURANCE. The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be $1,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be $1,000,000.00 per accident for bodily injury and property damage combined single limit.

12. ENTIRE AGREEMENT. The Contract constitutes the entire agreement between the parties relating to the Work, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to California Code of Civil Procedure section 1856.

13. EXECUTION OF OTHER DOCUMENTS. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

14. EXECUTION IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

15. BINDING EFFECT. Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

16. SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM. If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Santa Cruz, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

17. AMENDMENTS. The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, which includes a change order signed by the parties and approved or ratified by the Governing Board.

18. ASSIGNMENT OF CONTRACT. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

19. WRITTEN NOTICE. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

Cassy Fab (*contractor*)

CASSY FABIANI (*Name*)

President (*Title*)

Santa Cruz City Schools

Patrick Gaffney
Assistant Superintendent Business

_____ (*Name*)

_____ (*Title*)

1018877
CONTRACTOR'S LICENSE NO.

9/30/2018
LICENSE EXPIRATION DATE

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: RtI Academic LCAP Program Update

MEETING DATE: April 18, 2018

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

Response to Intervention Purpose and Goals

Santa Cruz City Schools has been using the Response to Intervention (RtI) framework over the past five years as a means to ensure that ALL students are making academic progress. In the RtI framework, there are 3 tiers (or levels) of support for students. Tier 1 is the universal tier, the academic support that all students receive in all classes. According the the RtI framework, 80% of students should be successful (i.e., meet grade level expectations) in a strong Tier 1 program. Tier 2 is a flexible support provided to students that need more than the Tier 1 program to be successful. These students make up approximately 15% of students. Lastly, Tier 3 is the highest level of support given to students. Students in Tier 3 interventions in elementary receive additional time and are in the smallest groups. At secondary, this level of support is usually in the form of an additional class focused on providing intensive support in the area of need. The number of students in Tier 3 support should be only approximately 5% of the student population.

In addition, as part of the RtI framework the following types of assessments and data are used and collected by our RtI Coordinators to ensure that all students are making growth:

1) Universal Assessments (MAP Growth Reading & Mathematics)
2) Progress Monitoring (MAP Growth Reading & Mathematics, grades, teacher-created assessments)

Our purpose and goal in using the RtI framework is to use a data-based systematic process to provide the necessary supports at the right time to the right students to ensure ALL student are academically successful. RtI Coordinators work with teachers, administrators, and counselors to ensure that students who are not successful in their class(es) are provided with evidence-based targeted interventions in their areas of need.

The content area focus of elementary and secondary RtI Coordinators has been different and is outlined below.

Elementary Program Background

Our Elementary RtI coordinators and Walk to Read programs are in their sixth year. The RtI coordinators organize, oversee, and provide interventions for all elementary students who have been identified as reading below grade level. Using research-based tools such as SIPPS (Systematic Instruction in Phoneme awareness, Phonics and Sight words), Lexia, Doug Fischer's ACT (Accessing Complex Text), MAP (Measure of Academic Progress), CPAA (Children's Progress Academic Assessment), and authentic literature, RtI coordinators and grade level teams provide 40 minutes of differentiated small group reading instruction to 1st through 5th graders, four times a week. The Walk to Read program targets all students with leveled literacy instruction.

Our Walk to Read program is a model of collaboration between general education and special education staff, with special education student learning side by side with other students at their instructional level. Special education students are in learning groups according to their present levels, not necessarily grouped with other special education students.

Sites hold Student Learning Team meetings, or SLTs, two times a year to assess student progress and to determine the best placement for each student. Meeting by grade level, the SLT meetings include all teachers (classroom and resource teachers), Walk to Read instructional technicians, RtI coordinator, and site administrator. Any changes in placement, groupings, or instructor are made in this meeting. Sites also discuss curriculum and make changes and recommendations for small group as well as classroom instruction. This model allows site teams the flexibility to vary their strategies and interventions as they respond to student needs as identified by student performance data.

Strengths of the Elementary Program

Results on student reading comprehension as measured by the Scholastic Reading Inventory have increased steadily with each year, as indicated in the chart below. Following the colors diagonally, it is possible to track the growth of each cohort:

15-16	74.00%	66.67%	73.33%	73.00%
14-15	50.00%	61.75%	74.00%	79.25%
13-14	67.00%	62.50%	77.00%	74.50%
12-13	56.00%	56.52%	68.00%	72.00%
*11-12	*28.00%*	*28.00%*	*46.00%*	*47.00%*

**Data prior to Walk to Read implementation*

While all subgroups studied made positive growth, the hispanic subgroup shows greater gains in the period analyzed. For example, at one school, the achievement gap between hispanic and white students was reduced by 48% (or nearly half) in a two-year period.

AGENDA ITEM: 8.5.1.1

Elementary Program Needs for Improvement
While we were seeing steady gains towards grade level reading comprehension expectations as measured by the SRI, we are not seeing significantly greater numbers of students meeting or exceeding expectations on the CAASPP (California Assessment of Student Performance and Progress.) Additionally, SRI was phased out during the 2017-2018 school year.

This academic year we implemented a new district-wide assessment system, Measures of Academic Progress (MAP). As MAP scores are highly correlated with CAASPP, we now have an ongoing measure of how students are proceeding towards mastery of Common Core State Standards. We are also able to track student growth by subgroup, which is critically important in addressing the achievement gap. Additionally, as we continue to develop and customize our student information system, Illuminate, we will be able to tag and better monitor students who participate in intervention groups.

One obstacle identified at several sites was the need for more time for the classroom literacy program. Sites are currently considering making adjustments to their Walk to Read programs, depending on the site and grade level needs. One site is going to experiment with a different model for their fourth and fifth grade classrooms, having the intervention team "push in" to the classroom for universal access time.

The number of children needing reading intervention currently exceed our capacity and the design of the RtI model. Currently, 41% of elementary students in grades 1 - 5 are being served in Walk to Read intervention groups. At the sites, the number of students in Walk to Read intervention groups ranges from 29% to 58%. The large number of students currently served in our Walk to Read Intervention strongly indicates the need for an aligned, effective Tier 1 core literacy program in reading and writing that effectively meets the needs of 80 - 85% of our students, including English learners.

With the implementation of a K-5 literacy program, our Walk to Read team will be able to provide intervention to the 15 - 20% of students who are not able to perform at grade level. The RtI coordinators will be working closely with the classroom teachers to provide differentiated intervention within the overall program model.

Elementary Evaluation Criteria:
Student progress will be measured by growth on the MAP and CPAA tests, the DRA (Developmental Reading Assessment), and the MASI-R (Multi-Level Academic Skills Inventory, Revised - an Oral Fluency test for grades 3 -5). Progress will be monitored for each individual in the SLT (Student Learning Team) meetings two times a year.

Secondary Background:
In secondary, we are in year three of having RtI Coordinators at each of the comprehensive middle schools and high schools. With the exception of Harbor, all secondary RtI Coordinators

began their focus on mathematics, as this was our content area of most need according to district and site CAASPP and grade data.

Over the past three years RtI Coordinators have been researching, creating, implementing, and then refining Tier 2 Math Interventions. For more specifics on the middle school and high school math interventions, please see the Addendum. Now that we are in year three with RtI Coordinators, all three comprehensive high schools and both middle schools have made huge strides in aligning their Tier 2 interventions based on research and evidence of student success.

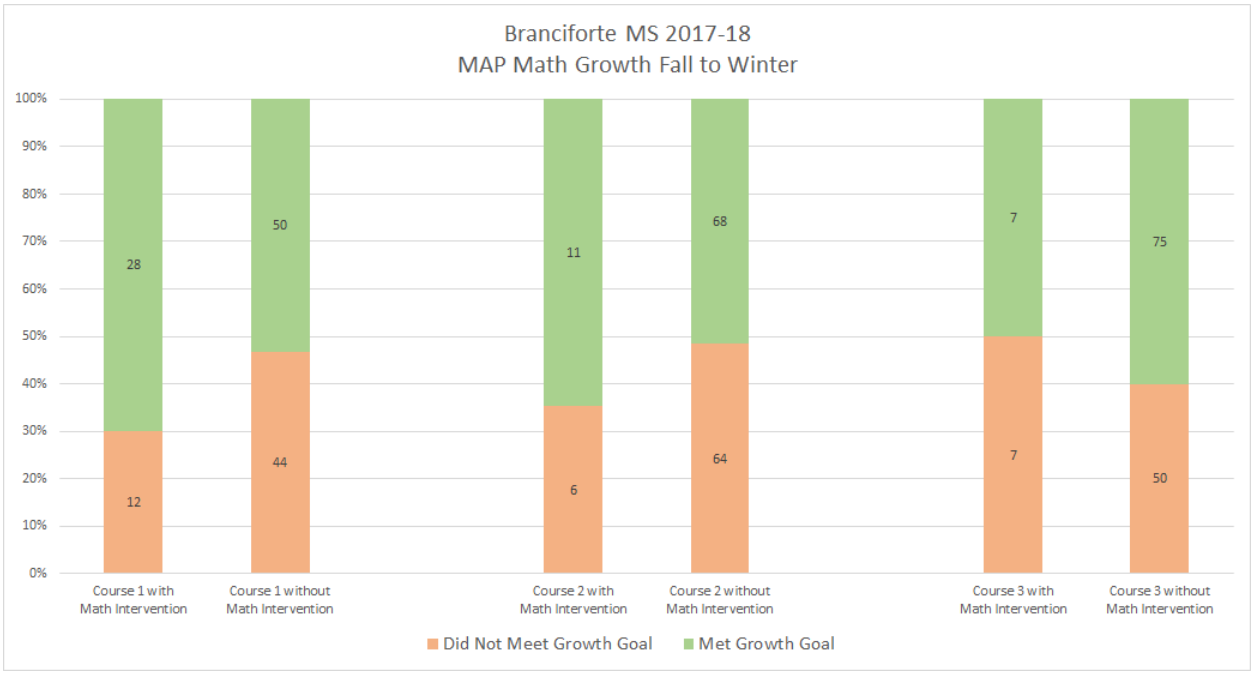
Strengths of the Secondary Program:
Our two collective strengths of our secondary Tier 2 Math Interventions are that students in our Math Interventions are exhibiting great growth on the MAP growth tests; these are students who are in the most need of growth. We also, in general, are seeing students in Tier 2 Math Interventions with passing grades in their Tier 1 math class.

Secondary Program Needs for Improvement:
Due to the different school schedules, staff, and student needs, there is not one uniform Tier 2 Math Intervention that has been implemented.

Secondary Evaluation Criteria:

Middle School Evaluation Criteria
Comparing student growth in Math and Reading Interventions with overall student growth in:

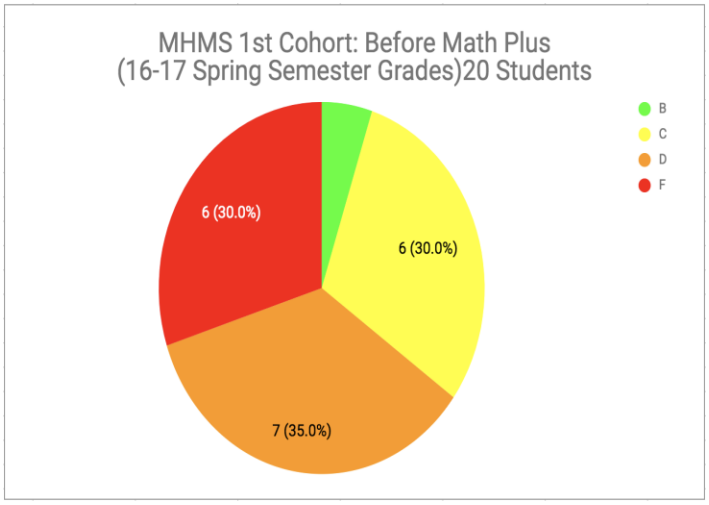
- MAP Growth for Math and Reading with Plus/Intervention Students vs General Population. See MAP Growth Data below for each middle school.
    - This data is different at each middle school and suggests that the majority of students in interventions are meeting their growth goal, but there is still room to grow and refine these interventions to ensure students are making the growth needed.

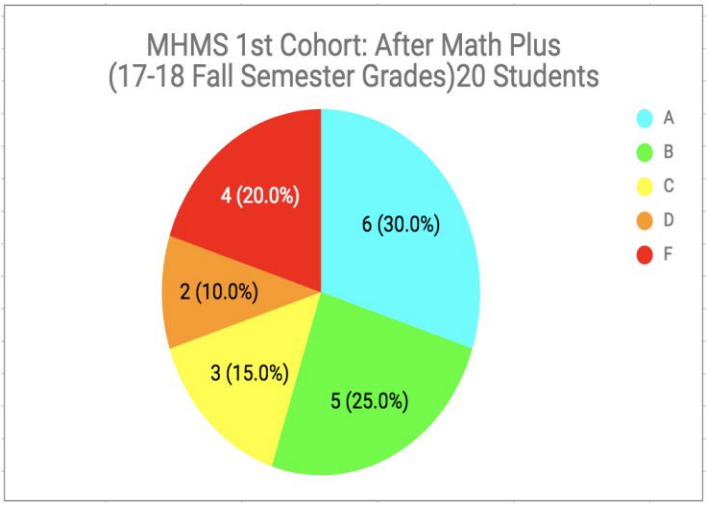


- Semester Grades for Math with Plus/Intervention Students before and after intervention. See data below for each middle school (Mission Hill is listed first and Branciforte Middle is listed below. Mission Hill data shows Math Plus students and their grades before and after Math Plus. Branciforte data shows the percentile growth that students experienced on MAP.)

AGENDA ITEM: 8.5.1.1

- MH data suggests that the Math Plus intervention is having a positive impact on academic success in the classroom.
- Branciforte data suggests that students in Math Plus are growing in their nationally normed percentile ranking at higher rates than students who are not in interventions.





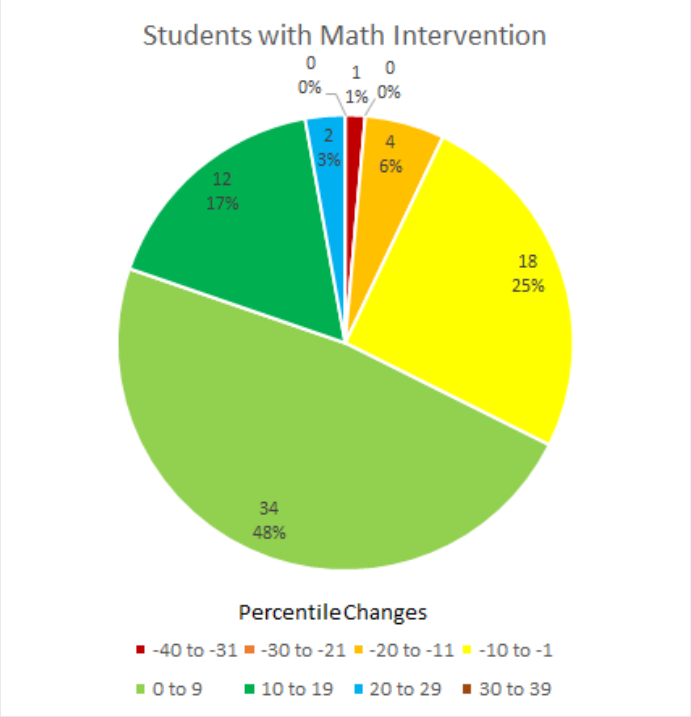
AGENDA ITEM: 8.5.1.1

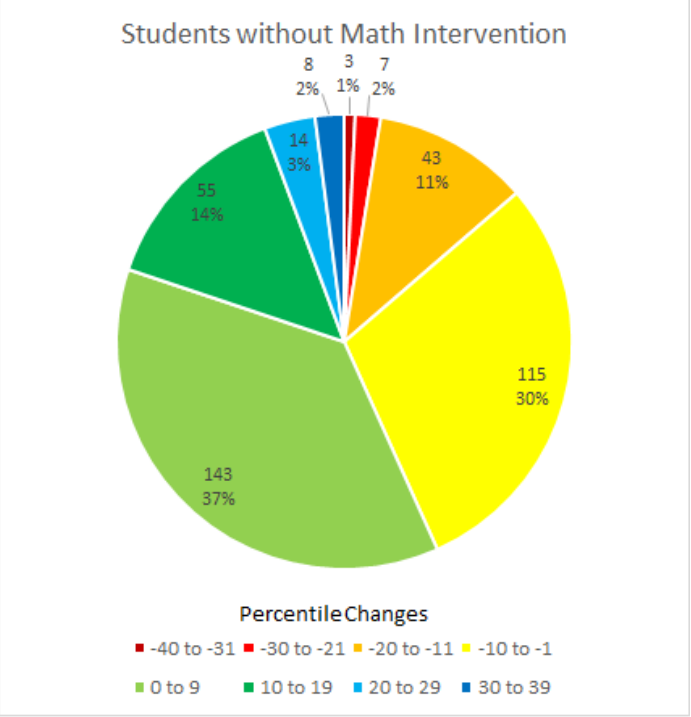
- CAASPP (Math & ELA)
    - This data is not yet available and will be available in fall 2018.

High School Evaluation Criteria

- Completion of Integrated 1 for Tier 2 Math Plus students (C- or better)
    - **2016-17 Soquel High Math Plus:** 42 of 50 (84%) of students in Math Plus completed Integrated 1 with a C- or better. (Note: The students in Math Plus at Soquel were a mixture of students with low and very low math scores.)
    - **2016-17 Santa Cruz High Math Plus:** 16 of 31 (52%) of students in Math Plus completed Integrated 1 with a C- or better. (Note. All of the students in Math Plus at SCHS were students with very low math scores.)
    - **2017-18 Harbor High:** Harbor is currently in their first year with Math Plus, as science was their initial focus.

- Completion of all Integrated 1 students (C- or better)
    - In 2016-17, 87% of students passed Integrated 1 with a C- or better. As compared to the year previous, 2015-16 (before we shifted to Common Core CPM math and before we offered Math Plus), 76% of students passed Algebra 1 with a C- or better. (Note: The 2016-17 percentage of students passing Integrated 1 with a C- or better may not be



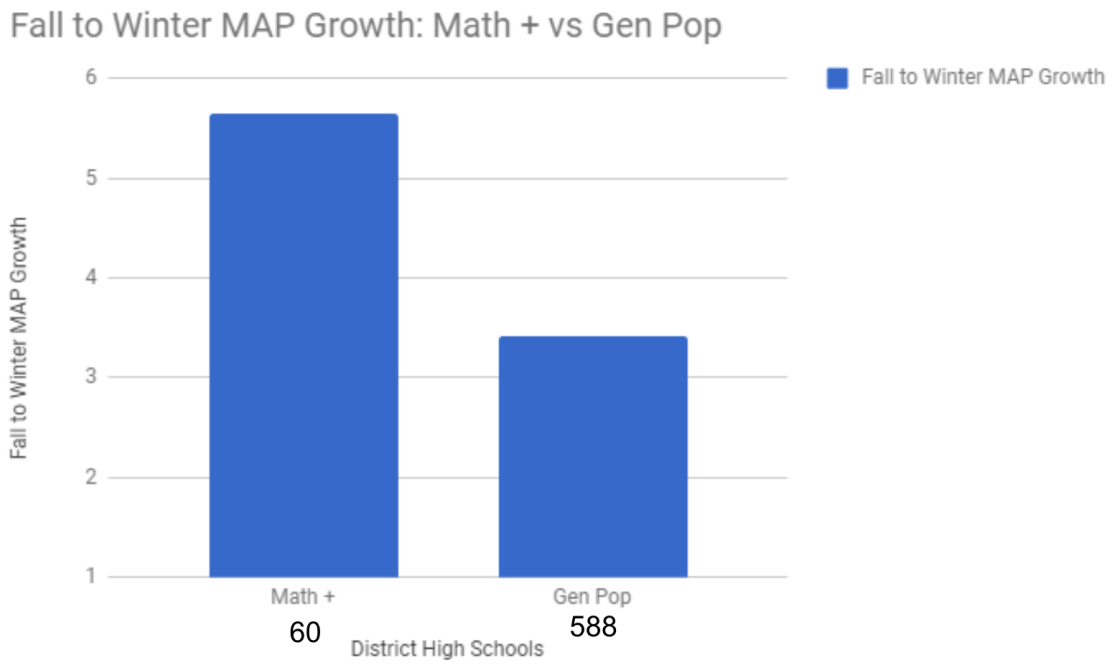


AGENDA ITEM: 8.5.1.1

accurate due to issues with data in Infinite Campus. We are looking into this, and will notify the board if the percentage changes).

- MAP Growth for Math Plus vs. general student population
    - Below is a graph that show the number of RIT points students in Math Plus at all 3 high schools experienced on average compared to the average growth experienced by students in the general student population. This data suggests that students in Math Plus at the High School level are experiencing an incredible amount of growth as compared to their peers, which is much-needed.

MAP Growth for Math Plus vs General Population Math 1



- CAASPP Math results for 11th graders
    - This data will not be available until the end of 2018-19 school year due to the fact that the first students in Math Plus in 2015-16 are not taking the CAASPP assessment until then.

- Success in Integrated 2 for Math Plus students
    - We will have this data at the end of the year at Soquel only due to the fact that Soquel implemented Math Plus a year before the other high schools. We will have this data for all high schools at the end of 2018-19.

Fiscal Impact:

	FTE	Funding Source	Cost
Elementary RtI Coordinators	1.0 @ four elementary sites	LCFF Supplemental (Restricted)	$447,204
Elementary Walk to Read Instructional Technicians	2 @ .3750 FTE at four elementary sites	LCFF Supplemental (Restricted)	$195,511
Secondary RtI Coordinators	1 @ 5 comprehensive secondary sites	LCFF Supplemental (Restricted)	$547,986

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

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

Addendum: Middle and High School Intervention Program and Data

Middle Schools Tier 2 and Tier 3
Intervention Classes

AGENDA ITEM: 8.5.1.1

Tier 2 Classes:
These intervention classes do not exclude students from any general education classes, and are taught by content area teachers, RtI Coordinators, and/or counselors.

- Small classes (16 students or less) that meet during SSR/Plus/Read
- Meet 3-4 days per week for 25-30 minutes each class
- Students work in small skill-based groups with teachers on specific areas of need and independently on individualized computer programs
- 6-12 week growth monitoring of students to determine exit from intervention or next steps
- Serve 10-15% of students whose needs are not fully being met in Tier 1

Branciforte Middle School
Math Plus
Writing Intervention

Mission Hill Middle School
Math Plus
Read Plus
Academic Success Group
Academic Support Individual

Tier 3 Classes:
These are intensive intervention classes that students take in place of an elective class. Teachers have specific training with Read 180 curriculum, English Language Development Standards, and Common Core Math Standards.

- Small classes (15 students or less) that meet during full class periods for one or two semesters
- Meet 3-4 days per week
- Students work in whole class and small groups with teachers using specialized curriculum addressing students' areas of need and development
- Frequent and precise monitoring/feedback is given to students to track growth, assess needs, and close their achievement gap
- Serves 5-10% of students

Branciforte Middle School
Read 180
ELD
Math Proficiency Development

Mission Hill Middle School
Read 180
ELD

High School Tier 2 Math Interventions (Math Plus)

Tier 1- Core Instruction

- Students in all Integrated Math 1 take regular formative assessments in class to inform instruction.

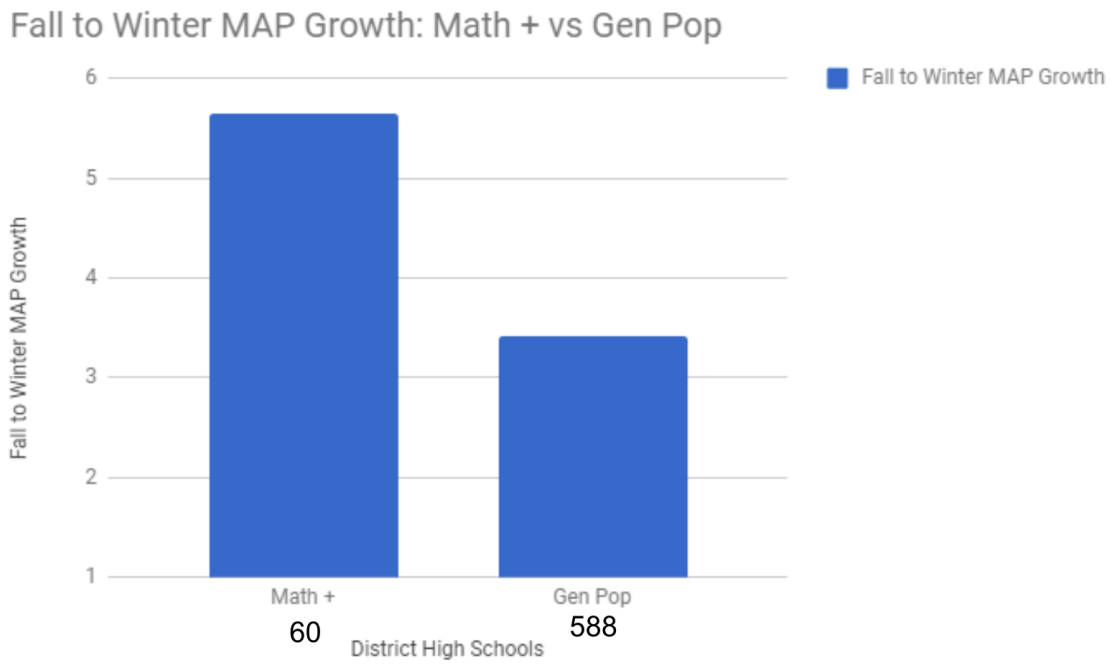
AGENDA ITEM: 8.5.1.1

- All Integrated classes share a calendar linking scaffolded curriculum for all levels of extra practice and support.
- Integrated 1 teachers share Common Prep period for collaboration when possible.
- Teachers use agreed upon guidelines for grading.
- All homework assignments are spiraled and study groups are encouraged.
- Students take a Common District Final at the end of each Semester.

Tier 2- Intervention: Math Plus

- Math Plus class is a smaller class setting with higher teacher student ratio.
- Students work on priority standards through a series of instructional practices including pre-teaching, peer review and independent practice at each stage
- Students are selected by their MAP scores, class grade and teacher recommendation.
- Students stay in Math Plus until they can show competency with current math curriculum.

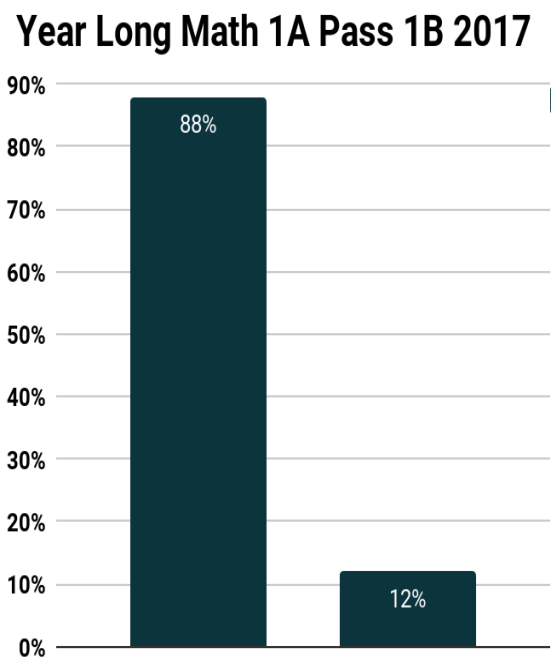
MAP Growth for Math Plus vs General Population Math 1



AGENDA ITEM: 8.5.1.1

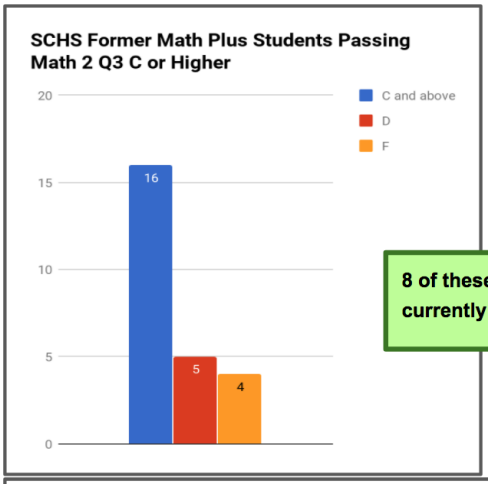
Tier 3 - Integrated Daily Year-Long

- Students are placed in Year Long if they fail Course 3 in Middle School & have MAP score under 210 (4th gr)
- This class includes rigorous review of prerequisite skills at a slower pace
- Class size is limited to 24
- ⅓ of these are Special Ed
- 16 of these kids from 2016 are currently enrolled in Math 2
- Classwork is done in groups and includes lots of drill & practice
- Homework is mandatory. Students attend lunch tutorial if homework is not turned in.



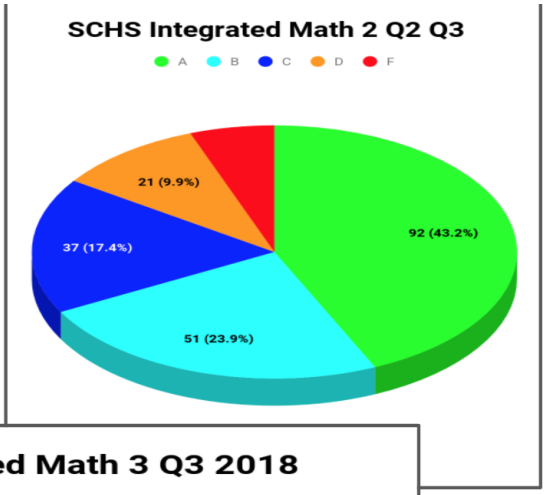
SCHS Math Plus Data

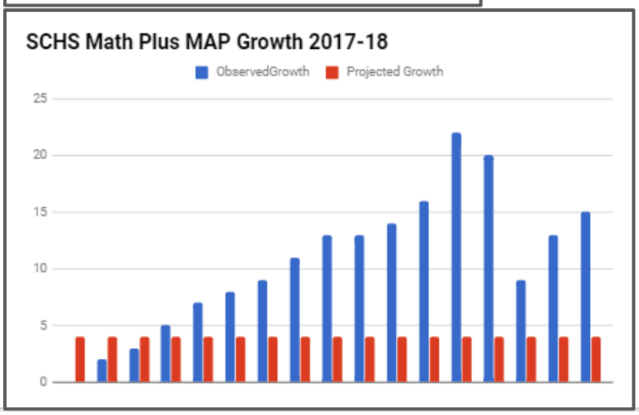
AGENDA ITEM: 8.5.1.1

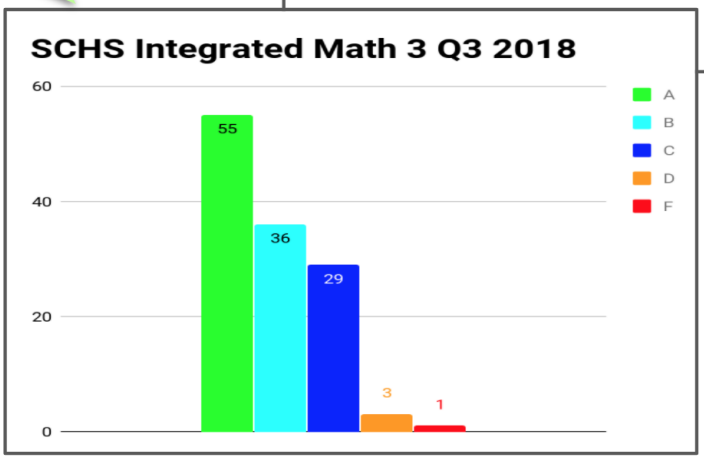


Math Plus is Working at SCHS

8 of these students are currently passing Math 3







AGENDA ITEM: 8.5.1.1

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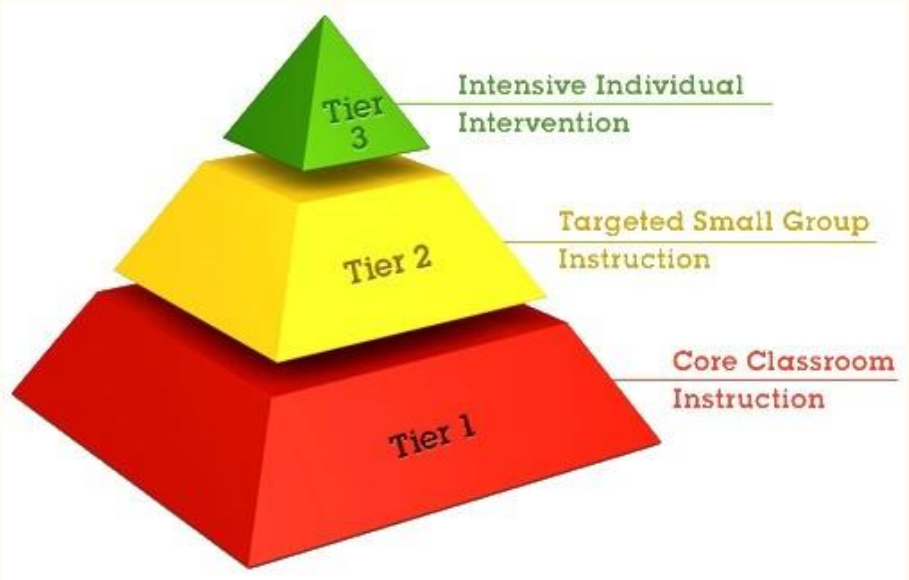
SCCS
Response to Intervention (RtI) Academic Update

April 18, 2018

Academic RtI District Vision

Using data, we will provide the necessary supports at the right time to students to ensure ALL students are academically successful.

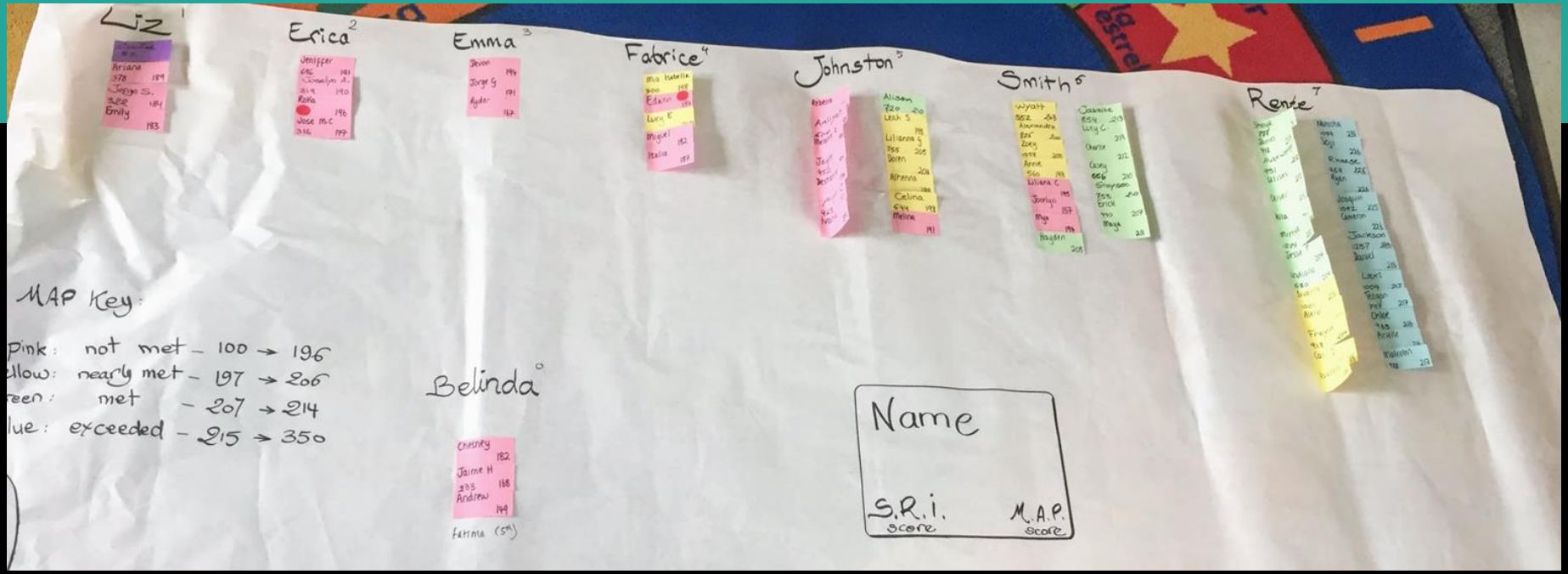


Elementary RTI 2017-2018

Facilitating data-based decision-making

- **Assessments: MAP and CPAA for every student TK-5**
- **Using results to determine instructional groups and placement in intervention through the Student Learning Team Process**
- **Focus on growth over time**

Student Learning Teams

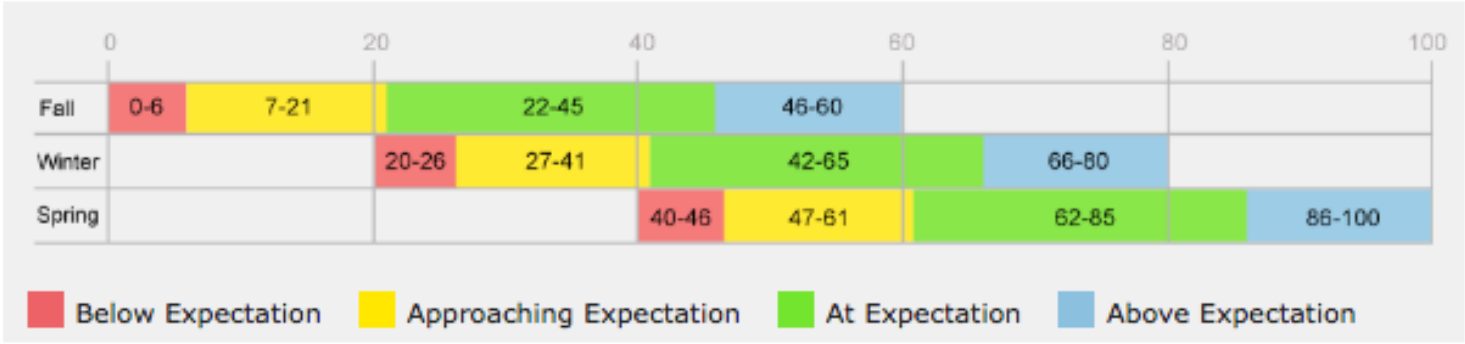


Grade-level team, plus RTI coordinator, Principal, RSP teacher and Learning Assistants as needed meet at the end of each trimester to review data and plan instruction and intervention.

teache	interventions	MASI T	MAP T	%	Lexile	screen	writin	WTR T3
Kaitlin	rsp student	93	228	89%	1155		2	benchmark-Kaitlin
Kaitlin		199	226	87%	1119		3	enrichment-Kaitlin
Kaitlin	tier 1 10/17	141	229	90%	1173		2	enrichment-Kaitlin
Kaitlin	tier 1, start check lis, elpac prept, Janin	88	184	4%	363/543L	194/14%	2	intensive I-1 RTI- Angela
Kaitlin	tier 1 Nov, start check list, lexia lessons	96	188	7%	435		1	intensive I-1 RTI- Angela
Kaitlin		90	195	16%	561		2	intensive I-1 RTI- Angela
Kaitlin		113	194	14%	543/597	197/19%	2	intensiveI-2-Kaitlin
Kaitlin		126	196	17%	579		3	intensive-I-2-RTI-Pat
Kaitlin	Language Live	106	198	21%	615		1	intensive-I-2-RTI-Pat
Kaitlin	rsp student	105	200	25%	651		2	intensive-I-2-RTI-Pat
Kaitlin	Tier 1 Nov, check in check out	119	174	1%	183		1	intensive-rti-Raven
Kaitlin	tier 1 NOv, lexia instead of ACT, lexia le	109	189	8%	453		1	intensive-rti-Raven
Kaitlin	Language Live-Alexis	115	201	27%	669		3	intensive-rti-Raven
Kaitlin	elpac prep	129	184	4%/21%	363/615L	198/21%	2	strategic-Daniel
Kaitlin	rsp student	67	174	1%	183		2	intensive-rsp
Kaitlin	rsp student	113	184	4%	363		1	intensive-rsp
Kaitlin	rsp student	84	185	5%	381		2	intensive-rsp
Kaitlin	rsp student	107	191	10%	489		2	intensive-rsp
Kaitlin	Language Live	142	191	10%	489/830L	210/50%	1	strategic-Daniel
Kaitlin		123	204	35%	723		2	strategic-Daniel
Kaitlin	Language Live, lexia support, elpac sup	117	204	35%	723		2	strategic-Daniel
Kaitlin		134	204	35%	723		2	strategic-Daniel

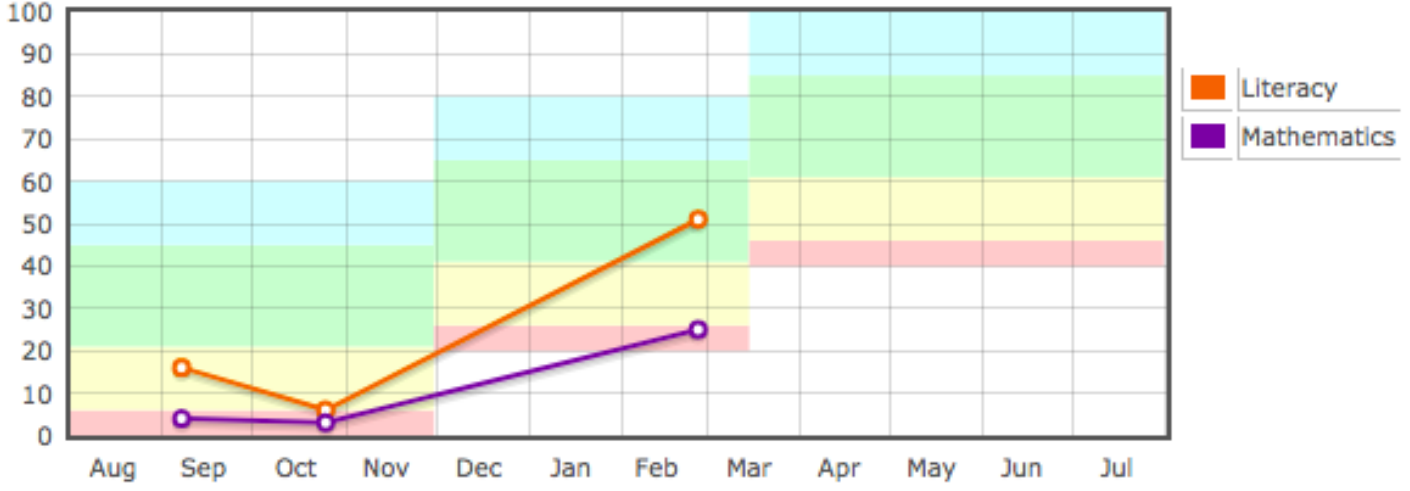
CPAA Full Year Scale

Show full-year scale



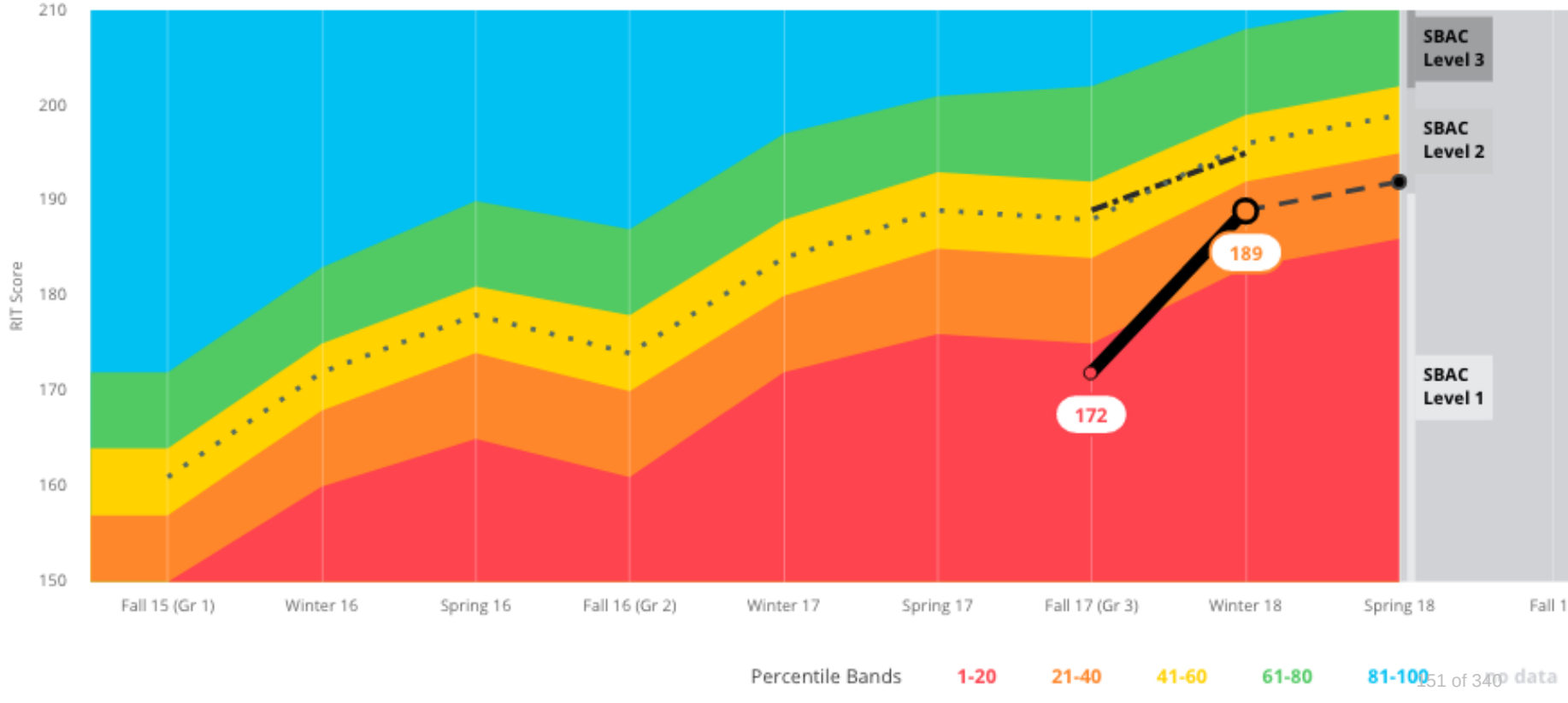
Subject scores for the selected year

Literacy Mathematics Show Expectation Levels



Relative Strength

GROWTH OVER TIME



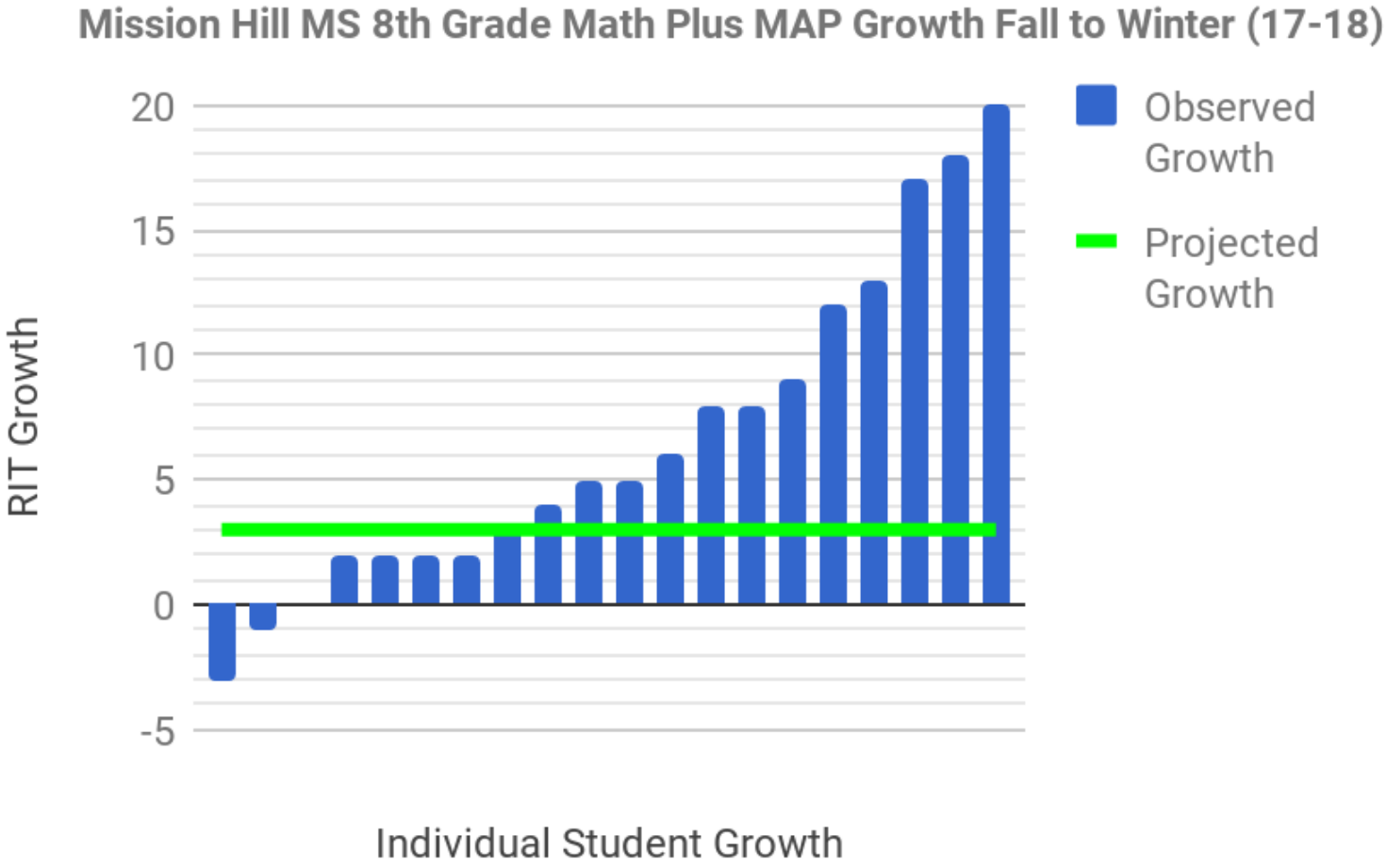
Next Steps - Elementary

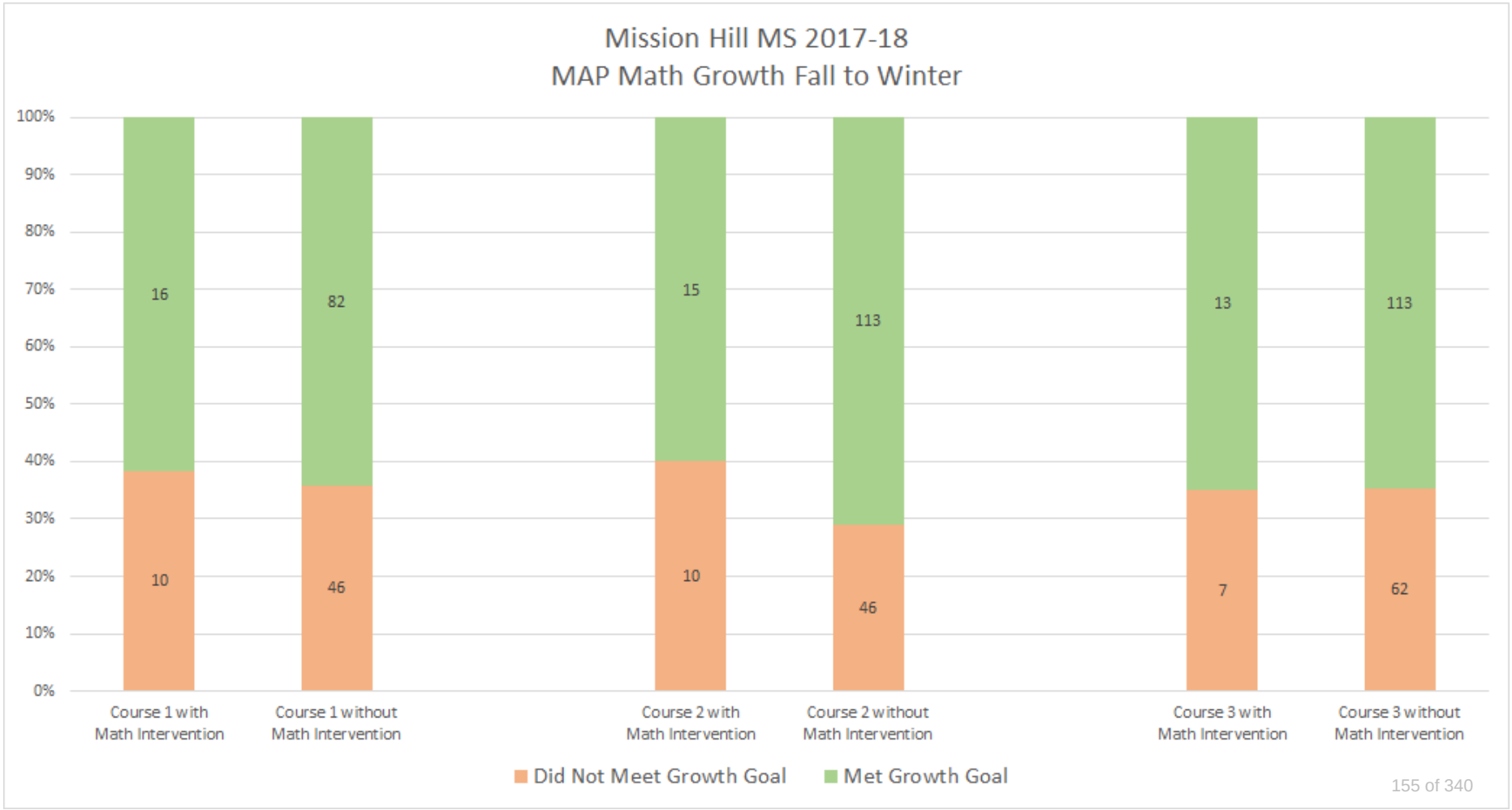
- Continue to administer and understand MAP/CPAA assessments and use information to design instruction
- Identify in Illuminate students who are in intervention groups to better compare progress
- Enhance collaboration with classroom teachers to develop effective Tier 1 literacy program
- Explore providing services to 4th and 5th grade students in a different model at identified sites
- Train all staff in instructional shifts in alignment to Common Core State Standards

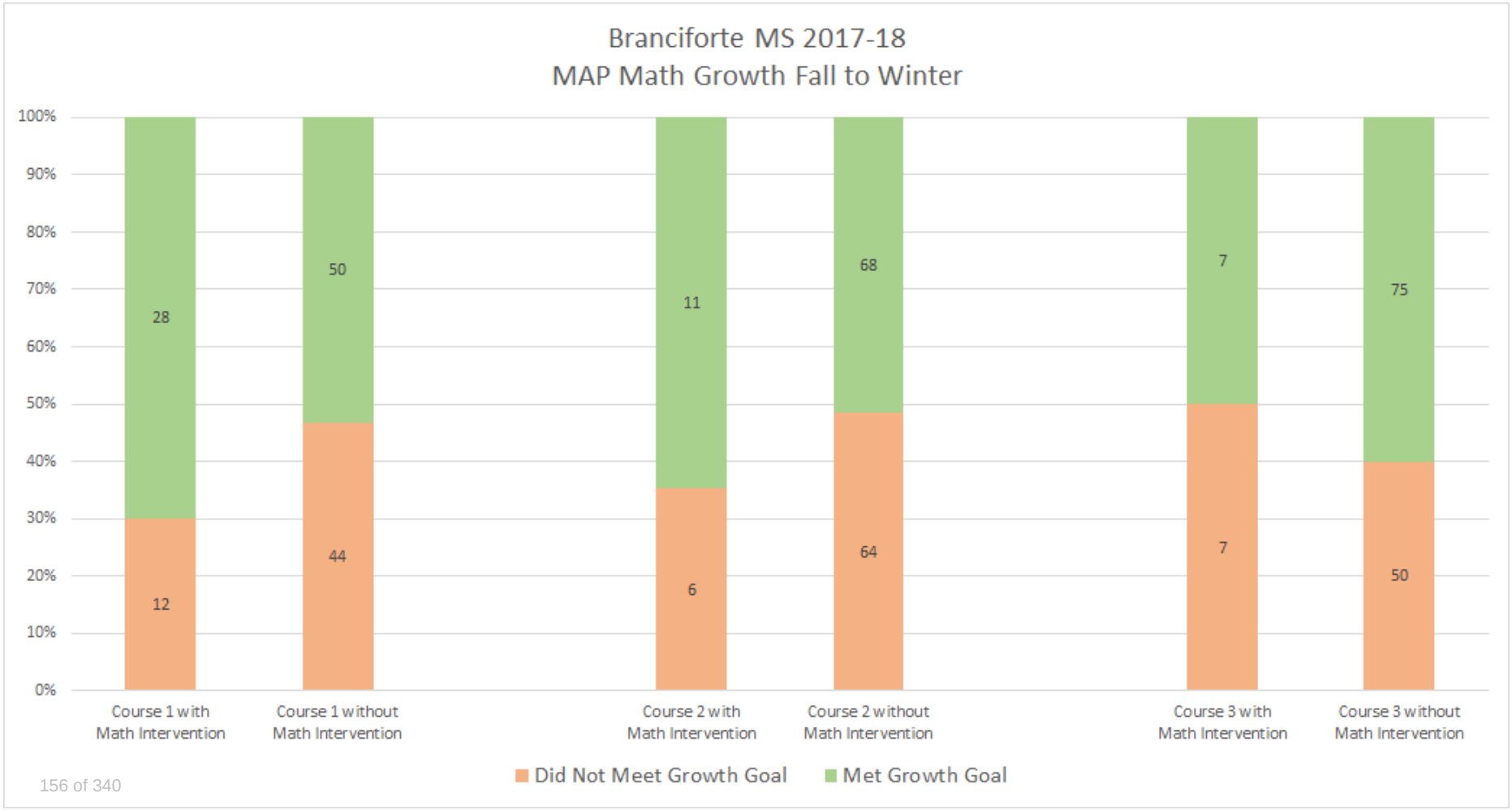
Middle School RTI 2017-2018

Facilitating data-based decision-making

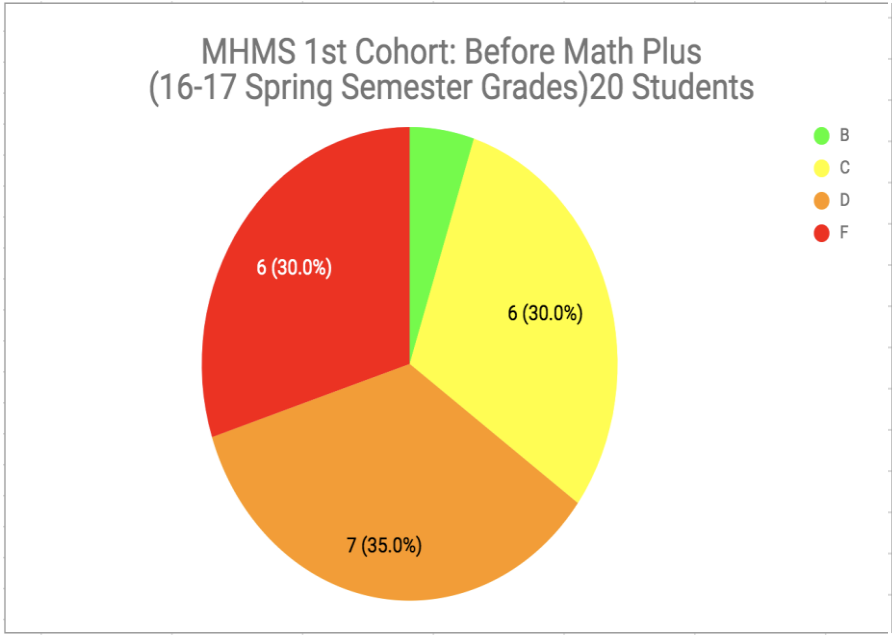
- Universal Screener & Progress Monitoring Tool: MAP Growth in Reading and Mathematics for every student grades 6-8
- Use MAP, CAASPP, & grades to determine Tier 2 and 3 math and reading intervention placement
- Focus on growth over time

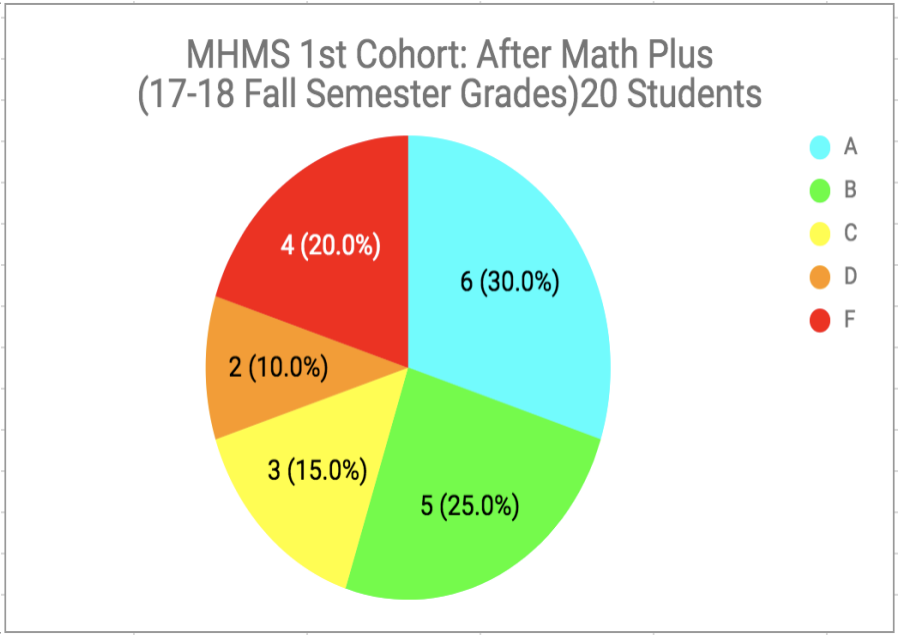

Mission Hill MS 8th Grade Math Plus MAP Growth Fall to Winter (17-18)
20
15
10
5
0
-5
RIT Growth
Individual Student Growth
Observed Growth
Projected Growth


Mission Hill MS 2017-18
MAP Math Growth Fall to Winter
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
16
10
82
46
15
10
113
46
13
7
113
62
Course 1 with Math Intervention
Course 1 without Math Intervention
Course 2 with Math Intervention
Course 2 without Math Intervention
Course 3 with Math Intervention
Course 3 without Math Intervention
Did Not Meet Growth Goal
Met Growth Goal

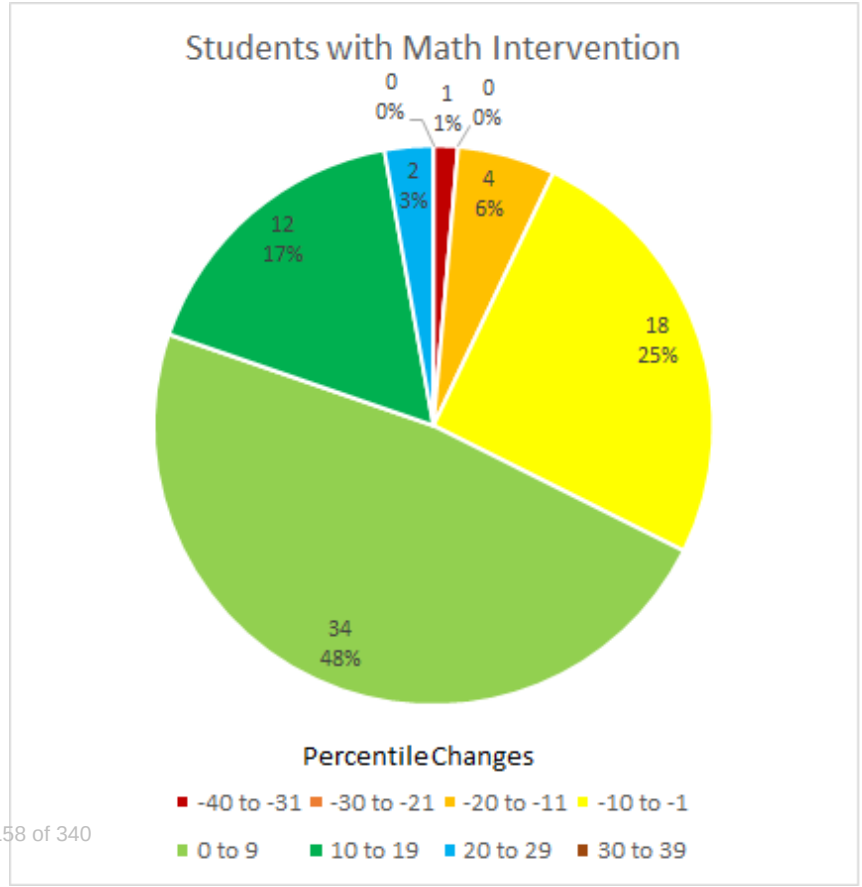

Branciforte MS 2017-18
MAP Math Growth Fall to Winter
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
28
12
50
44
11
6
68
64
7
7
75
50
Course 1 with Math Intervention
Course 1 without Math Intervention
Course 2 with Math Intervention
Course 2 without Math Intervention
Course 3 with Math Intervention
Course 3 without Math Intervention
Did Not Meet Growth Goal
Met Growth Goal

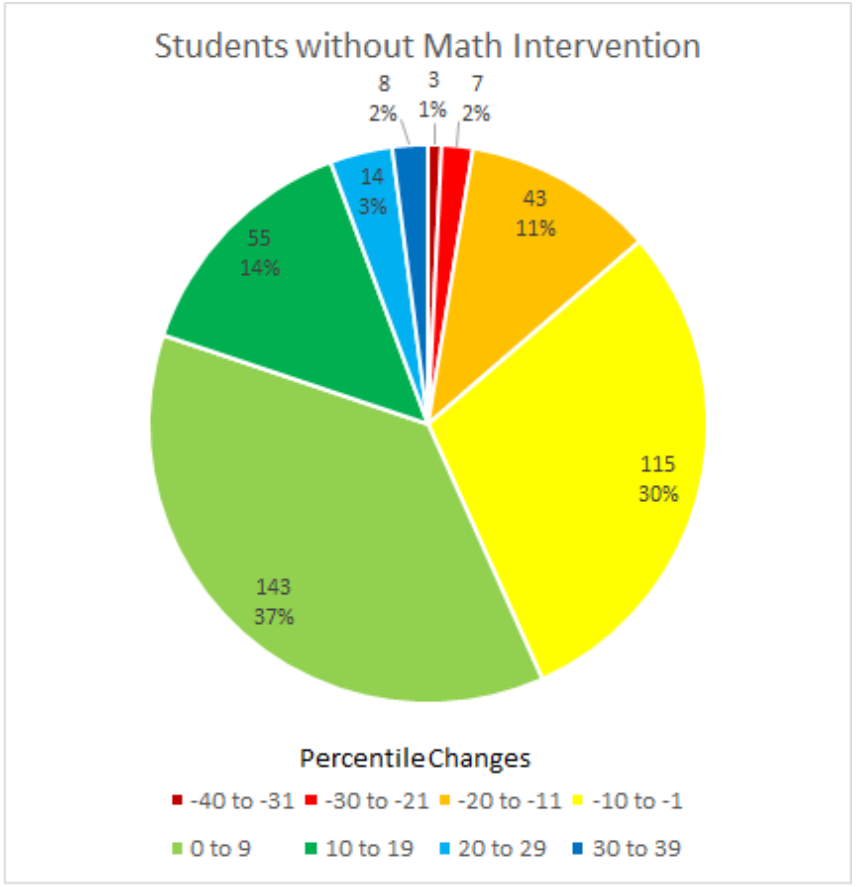
The Impact of Math Plus: Mission Hill Cohort 1





Branciforte Middle School 2017-18
MAP Math Percentile Changes Fall to Winter





Next Steps - Middle School

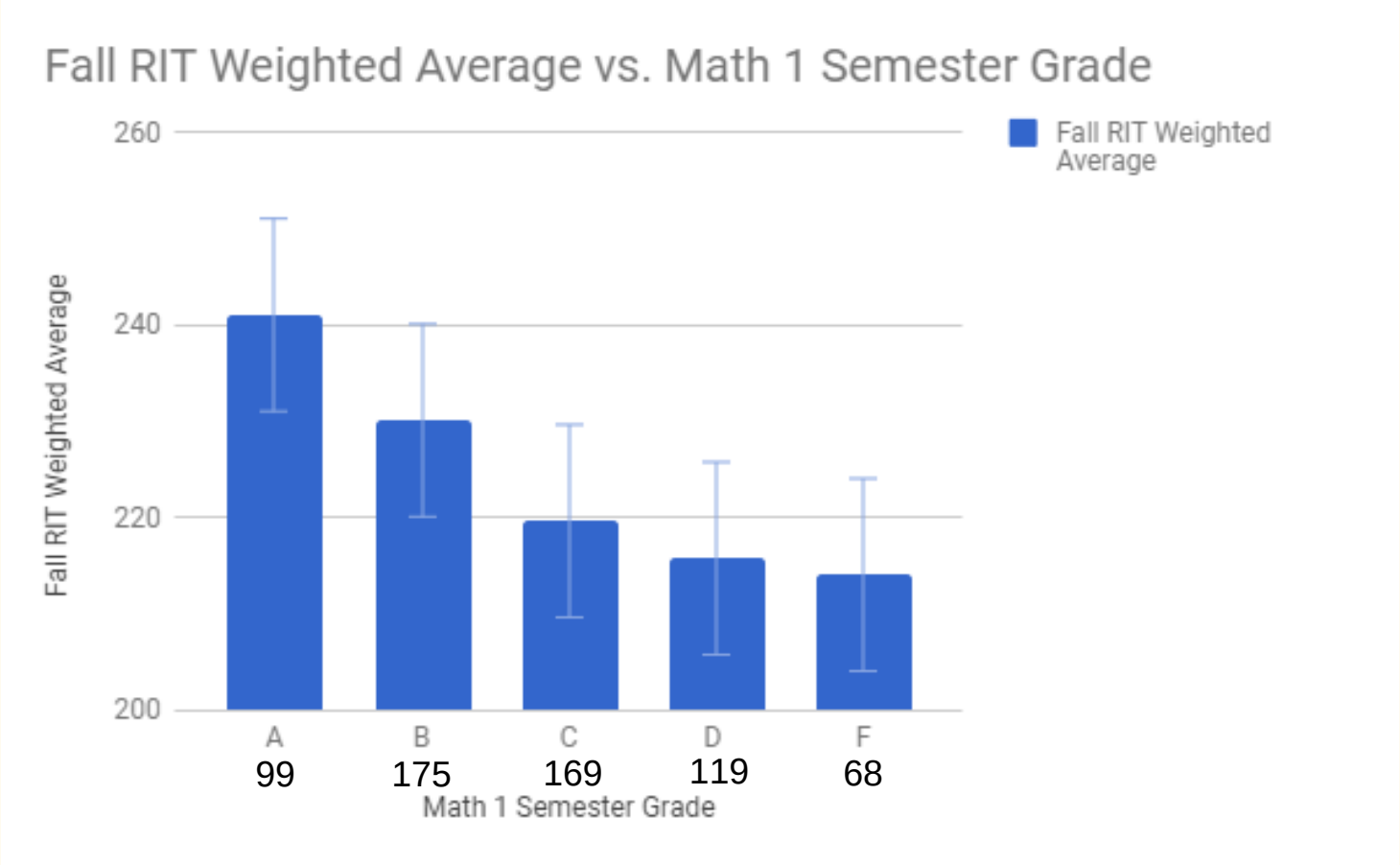
- Continue to refine Tier 2 math interventions to ensure effectiveness
- Research and implement effective Tier 3 math interventions
- Continue to monitor students using district-wide data (MAP, LRTs, SWW) and use common data points to place students needing Tier 2 and Tier 3 Interventions
- Assess and address any changes in math skill needs for incoming 6th grade students (Eureka is very similar to CPM)
- Support Tier 1 Instruction: CPM Course 1 and Course 2 realignment to improve pacing and better address power standards
- Monitor need for Tier 2 and Tier 3 Reading Interventions
- Further develop school-wide understanding and use of MAP data

High School RTI 2017-2018

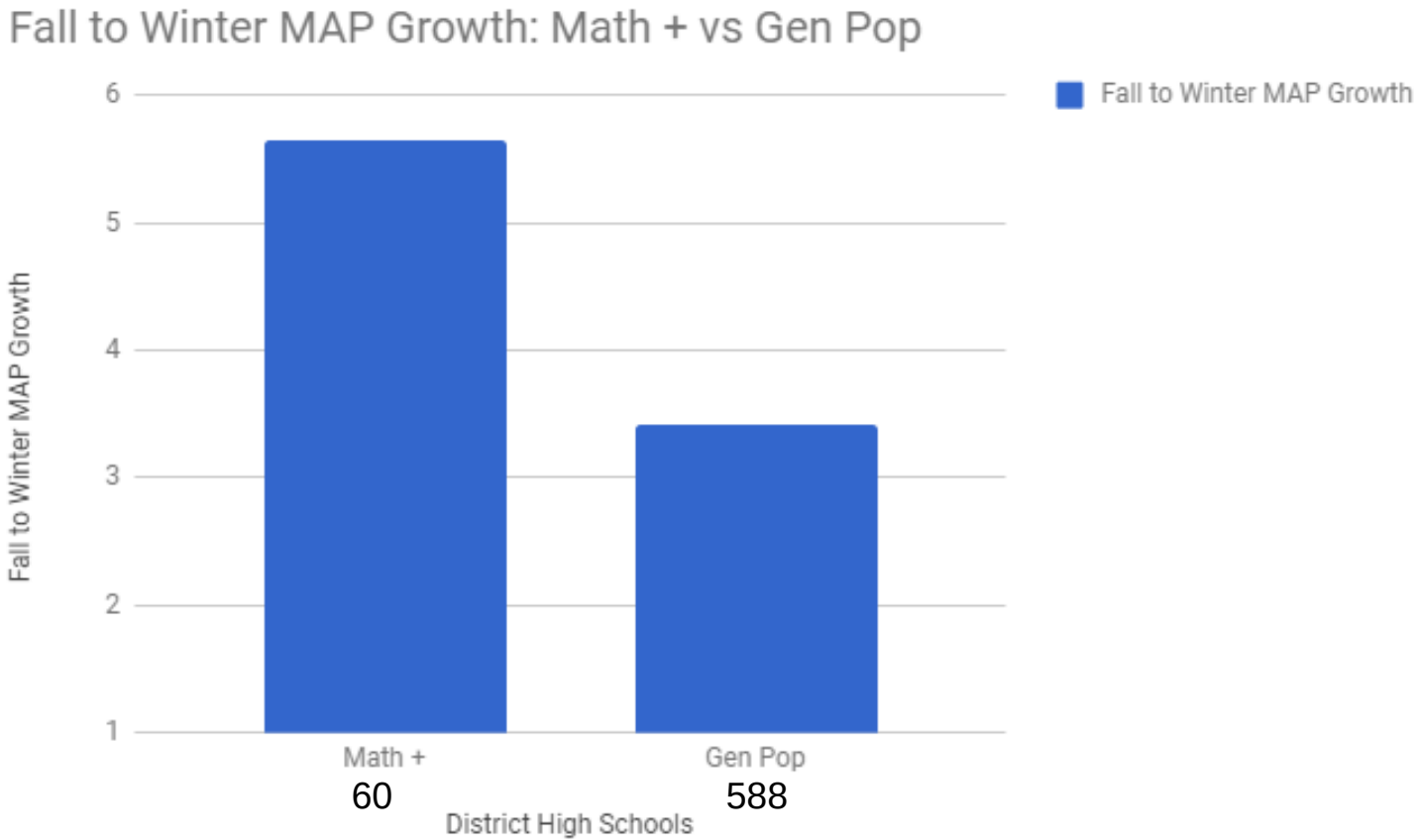
Facilitating data-based decision-making specifically in math

- Universal Screener & Progress Monitoring Tool: MAP Growth in Mathematics for every student grades 9 & 10
- Use MAP, CAASPP, & grades to determine Tier 2 and 3 math intervention placement
- Focus on growth over time

Fall MAP and Semester 1 Grades: Weighted Averages All High Schools



MAP Growth for Math Plus vs General Population Math 1



Recommendations & Next Steps - High School

- Encourage Admin, coaches and teams to continue building grading consistencies on important assignments (tests)
- Continue aligning all math courses to priority standards and ensure course metrics (common final, etc) reflect our emphasis on these standards
- Consider Tier 3 intervention for students who are well below appropriate math level for Integrated 1
- Support intervention strategies for students enrolled in Integrated 2

Tier 1 : Core Instruction

- All Integrated Math 1 students take regular formative assessments in class to inform instruction
- All Integrated classes share a calendar linking scaffolded curriculum for all levels of extra practice and support
- Integrated 1 teachers share common prep period for collaboration when possible
- Teachers use agreed-upon guidelines for grading
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Tier 2 Intervention : Math Plus Class

- Math Plus class is a smaller class setting
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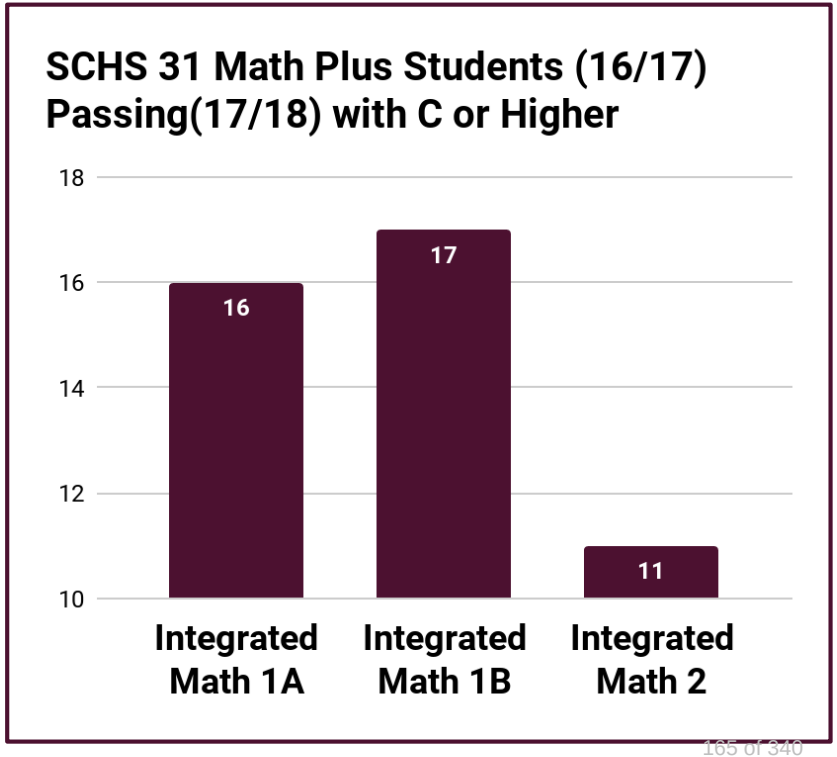

Tier 3 Intervention: Integrated Daily Year Long (SCHS

- Students are placed in Year Long math if they fail Course 3 in Middle School & have a MAP score under 210 (4th grade level)
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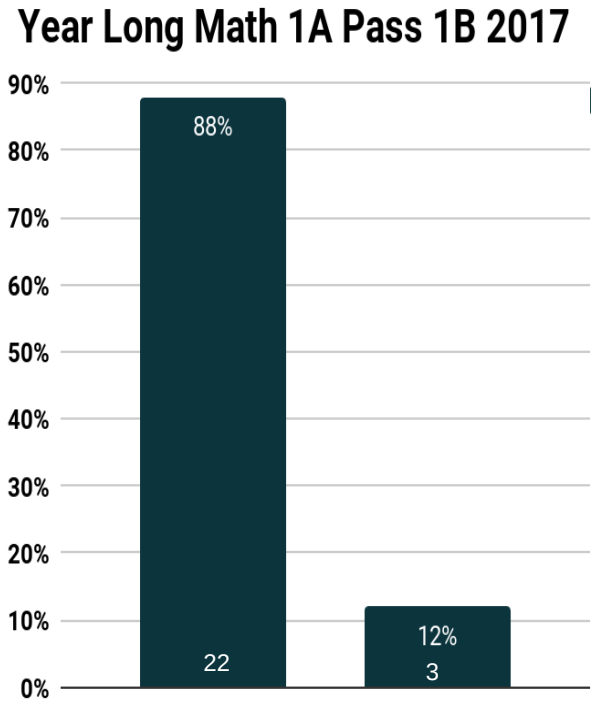
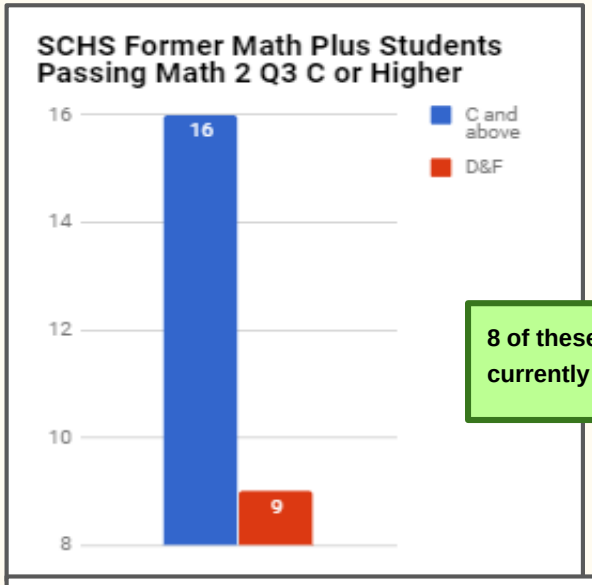
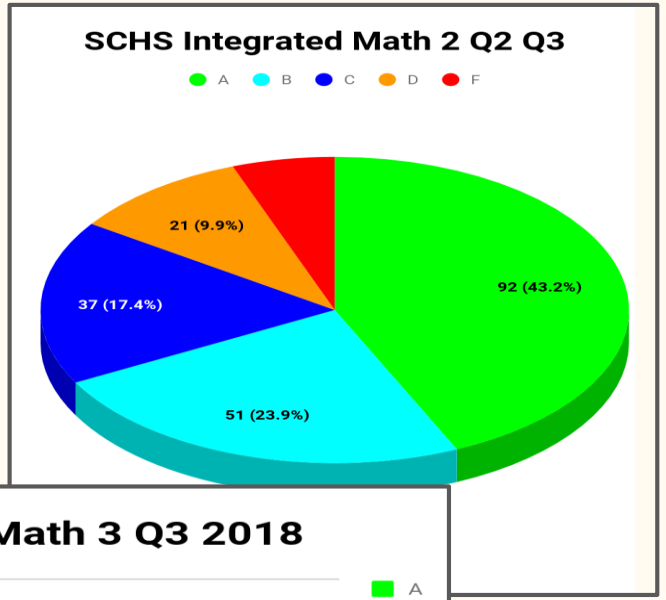
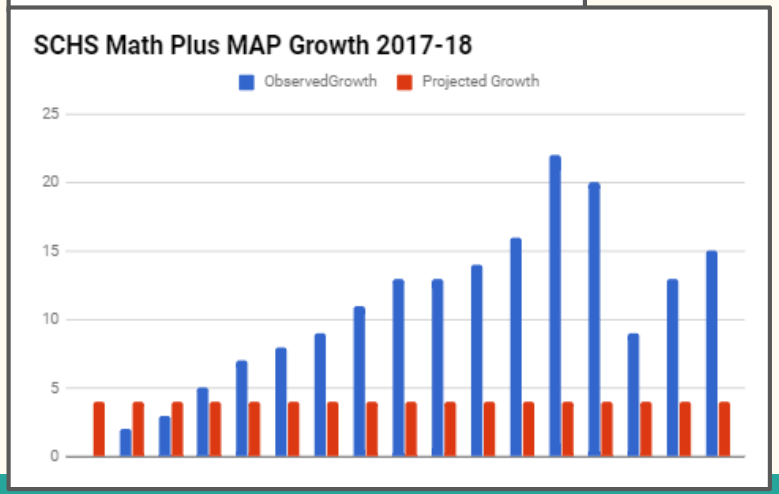


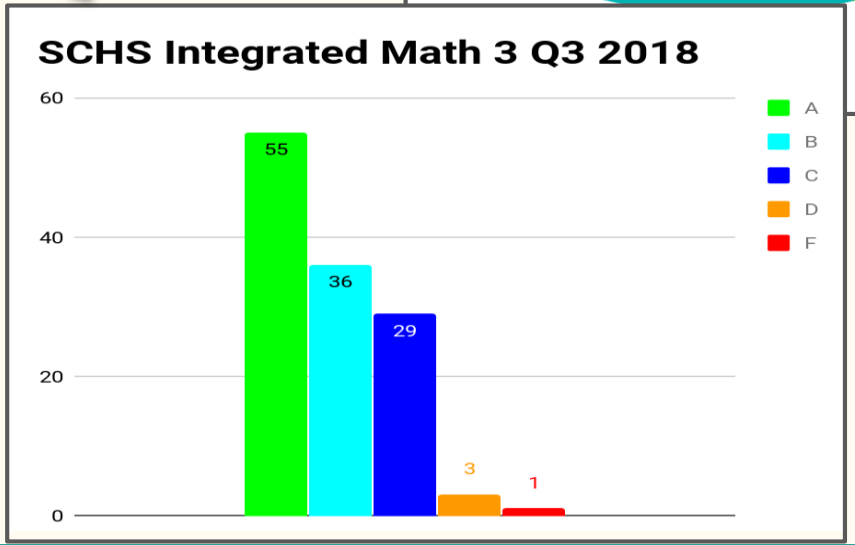
Math Plus is Working at SCHS



8 of these students are currently passing Math 3







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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Multi-Tiered System of Support

MEETING DATE: April 18, 2018

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:
MTSS or Multi-Tiered Systems of Support, is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of *ALL* students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

In 2017, Santa Cruz City Schools applied for and received a grant to participate in the first cohort of the California State Multi-Tiered Systems of Support, or MTSS. Two schools, Gault and Branciforte Middle School, attended trainings in the 2016 - 2017 school year and are designated Knowledge Development Sites or demonstration sites. In the 2017-2018 school year, assistant superintendent Frank Wells and the four directors along with County Office of Education leadership support attended five of days training to implement MTSS across the district. The state is expecting all districts to implement the MTSS framework by 2020.

There are six essential practices in the MTSS framework for system transformation: design, data, priorities, resources, teaming, and coaching. As an MTSS team (with the support of the County Office of Education), we first completed a self-assessment to rate ourselves in each of the six components of an effective district system - shared beliefs, vision and mission; teaching, learning, and assessment; leadership and governance; professional development for all; infrastructure alignment (data and access to resources); and clear and collaborative relationships. From the self-assessment, we identified that our most pressing needs were in the areas of (1) curriculum and instructional guidance and (2) the development of a data system for school improvement and resource allocation.

We then studied our district data to identify our priorities -- our strategic focus areas for beginning this work. Our data revealed that we should establish our strategic focus areas as literacy, mathematics, English learner progress, and school connectedness. Data examined included the following (actual data follows this board cover):

- CAASPP results in English Language Arts and Mathematics, by subgroup
- Elementary and Secondary English and Mathematics grades, by subgroup
- Students leaving our district before graduation, hispanic and students with disabilities
- Elementary and Secondary suspensions, by subgroup
- Performance of Ever ELs on CAASPP - current and former English Learners
- EL students at risk of becoming Long Term English Learners

As Response to Intervention (RtI) is part of the larger MTSS framework, our annual February RtI retreat days saw the rollout of a design process. We brought together over 75 teachers, counselors, RtI Coordinators, site and district administrators with the goal of identifying Tier 1 and Tier 2 practices to support students in each of our four strategic focus areas.

Our objectives for our first retreat day were the following: to examine our current and future practices for improving student achievement, to know our four strategic focus areas and the data that led to identifying them, and to assess our current work. We began with having site teams identify the initiatives and practices that they are currently implementing. Collectively, the sites identified many initiatives.

Next, we studied the data in the bulleted list above. Each participant was asked to make observations on the data. And, small groups discussed their observations.

Following our data dive, sites were asked to look at their list of initiatives and identify those that aligned to our strategic focus areas and evaluate the impact those initiatives are having on students. Finally, each participant was asked to choose one of the four strategic focus areas to discuss the following week. Each participant chose an area of focus given their expertise, experience, research, and knowledge of best practices.

The following week we returned to our expert groups with the intended outcomes of recommending the best practices for our four strategic focus areas, identifying the best way to use our resources (time, money, personnel, facilities, volunteers, etc) to support our focus areas, and finally, provide input on the LCAP aligned to our strategic focus areas. In grade span groups, participants identified Tier 1 and Tier 2 practices to implement.

At the end of the retreat, the Superintendent committed that the central office team would take the input from the retreat participants along with the input from our stakeholder surveys and meetings to inform our next steps.

An MTSS team of Educational Services Directors, Cabinet and one principal from each grade span, then took the recommendations from the retreat days and began the process of aligning

resources to recommendations. Each grade span had a recommendation for at least one Tier 1 and and Tier 2 practice. After carefully considering the recommendations generated from the seventy-six staff members participating in the retreat days and the input from our LCAP stakeholder process, the MTSS team compiled the following Tier 1 and Tier 2 practices and resource allocation in each of the strategic focus areas. All supplemental resources in the elementary and secondary district were considered. There are differing amounts available for elementary and secondary based on student populations and state and federal allocation models. The following includes both the tiered focus and recommended resources for each grade span:

English Learner Progress

District wide: There was clear consensus from all participants at the retreat that K-12 we need to focus on Integrated ELD so that our English Language Learners develop their academic language skills and receive access to the college prep curriculum.

Elementary:

Desired Tier 1 Focus- Integrated ELD

- Instructional coaching to support student acquisition of academic language in all content areas
- ELA task force will find a program to adopt that includes both designated and integrated ELD

Desired Tier 2 Focus- Refine the Language Review Team process to improve progress monitoring and interventions for students who are not making progress towards redesignation.

Middle School:

Desired Tier 1 Focus- Integrated ELD

- English Learner Instructional Resource Teacher (ELIRT) needed to continue supporting middle schools and Costanoa with professional development and Instructional Coaching focused on implementing Integrated ELD instructional strategies into the classroom.

Desired Tier 2 Focus- EL Social Emotional Support Groups

High School & Middle School:

Desired Tier 1 Focus- Integrated ELD

- Summer GLAD training for volunteer teachers who want to take the lead in this work. 4 PD/coaching sessions will follow the summer training during the 2018-19 school year focused on implementing specific academic English instructional strategies that support all students, with a specific focus on supporting ELs in content classes.

Desired Tier 2 Focus- Academic and Social-Emotional Interventions/Supports for Ever ELs

Mathematics

Elementary:

Desired Tier 1 Focus- Universal Math Training - Strong Core Differentiated Instruction with a focus on re-engagement

- Continue to extend our collective Tier 1 practice in mathematics instruction to meet the needs of ALL students through the Eureka curriculum, language routines, and other research-based tools, bringing in professional PD whenever possible.

Desired Tier 2 Focus- Math Site Intervention Coordinator- Math Site Intervention Coordinator

- Not able to fund a separate Math RtI position at this time; will explore other possible math interventions

Middle Schools:

Desired Tier 1 Focus- Restructure Course 1 - 2 sequence (6th grade = course 1 + part of course 2; 7th grade = 2nd part of course 2) as the Math 2 Course is too dense for a year's completion and much of Course 1 could be condensed.

- Provide paid time for middle school math teachers this summer to dive deeply into the power standards for CPM Core Connections Course 1 & Course 2, and reorganize the Course 1 & Course 2 curriculum to allow for deeper instruction on key Course 2 concepts.

Desired Tier 2 Focus- Use exploratories to integrate math skills and develop real world math curriculum

- Add Math Plus Intervention sections at each middle school.
- Provide paid time for teachers this summer to research and integrate real world, relevant math into exploratory math courses and after school math enrichment programs.

High Schools:

Desired Tier 1 Focus- Establishing Priority Standards & Practices for CPM

- Provide paid time for math teachers to do priority standards work in June in order to determine the district priority standards for Integrated Courses 1, 2, & 3, and refine the scope and sequence for each course to align to these priority standards.

Desired Tier 2 Focus- Expand Math Plus Intervention

- Add Math Plus Intervention sections at each high school to support flexible intervention for students struggling in their primary math classes.

Literacy

Elementary:

Desired Tier 1 Focus- Identify and begin to implement an articulated K-5 Tier 1 literacy program, including adopted instructional materials and effective instructional practices, in order to give ELLs and ALL students full access to and engagement in the academic demands of the Common Core State Standards.

- Convene task force of teachers this spring and summer
- Provide professional development on current effective literacy practices
- Pilot materials under consideration

Desired Tier 2 Focus- Systematic approach to intervention developed based on adopted curriculum.

Middle School: See English Learners Focus Area

High School:

Desired Tier 1 Focus- Examine the impact of standards based grading practices, rubrics and assessment on student achievement. Consider adopting standards based grading practices.

- Follow up with training needs for teachers in making this shift, work with departments
- PLC work at each school site; time for district-wide alignment built into curriculum master plan

Desired Tier 2 Focus- Writing Literacy Center & Coach

- Sites will look at LCFF Supplemental Discretionary for Tier 2 Supports
- Explore potential reading / writing interventions in lieu of current READ 180 course

School Connectedness

Elementary:

Desired Tier 1 Focus- To have Regulation Zones in every classrooms

- Hire a full time K-5 Positive Behavior Intervention Support (PBIS) coach/Behavior Specialist to support PBIS as well as support our teachers with students with challenging behaviors

Middle School:

Desired Tier 1 Focus- Implement School-wide Social Emotional Learning

- Hire extra counseling support or staffing to support school connectedness - differentiated per site needs

Desired Tier 2 Focus- Social Emotional Tier 2 Interventions

- Hire additional MFT Interns to ensure they are available to all sites

High School:

Desired Tier 1 Focus- Homeroom/Advisory Teacher/Student Connection

- Hire activity directors to increase the number of students involved in activities and track the data of students groups engaged and connected to school in order to inform the programs and services provided to students

Desired Tier 2 Focus- Additional Mental Health Counseling Support

- Not enough funds available at this time to increase current staffing levels, which include one MFT intern at each site

FISCAL IMPACT:

Sub release for teacher leaders: $2,800

Expense was covered by SUMS Initiative Grant ($25,000 over three years) to fund out MTSS training, Restricted resource

There is no on-going fiscal impact to the MTSS framework. The framework represents the process and systems that organize and inform our tiered supports for student success.

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

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

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

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

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

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

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

Ever ELs subgroup includes ALL current and former English Learners (R-FEPS), regardless when they reclassified.

- *Ever EL = EL + RFEP*

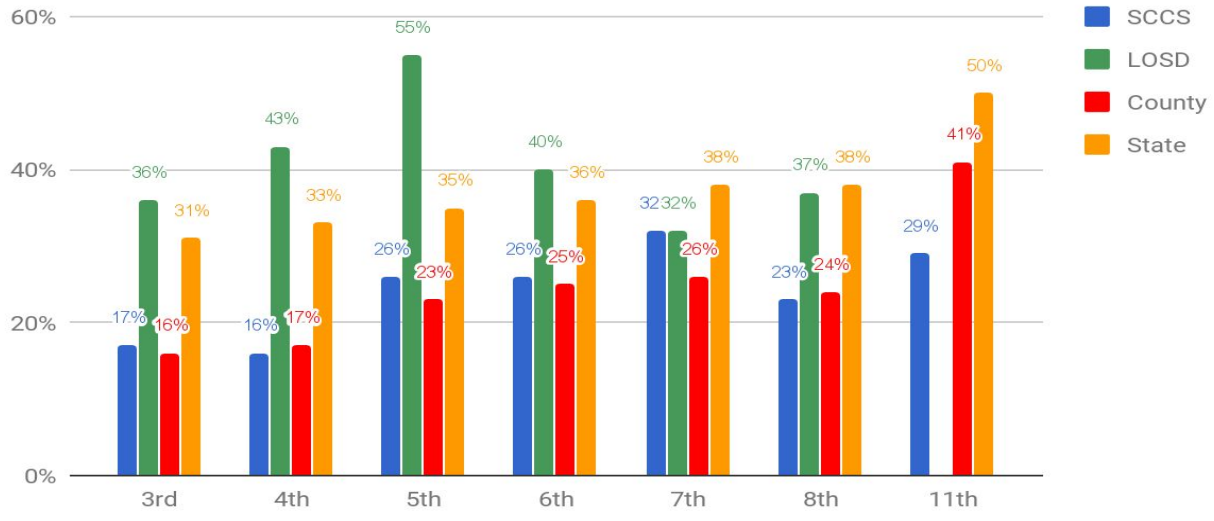
ALTEL (At Risk of Becoming Long Term English Learner) =

- ELs in grades 3-5 who have been in United State schools at least FOUR years
- Are at the beginning, early intermediate or intermediate English proficiency level
- Scored below “basic” levels on state language arts assessments

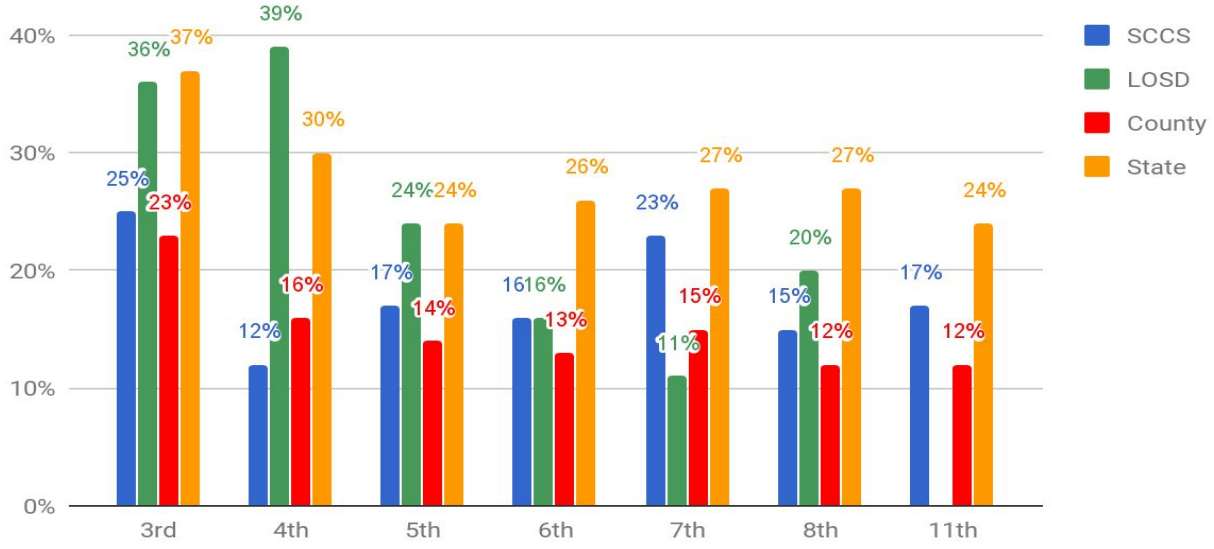
LTEL (Long Term English Learner) =

- ELs who have been in United State schools at least SIX years
- Are at the beginning, early intermediate or intermediate English proficiency level
- Scored below “basic” levels on state language arts assessments

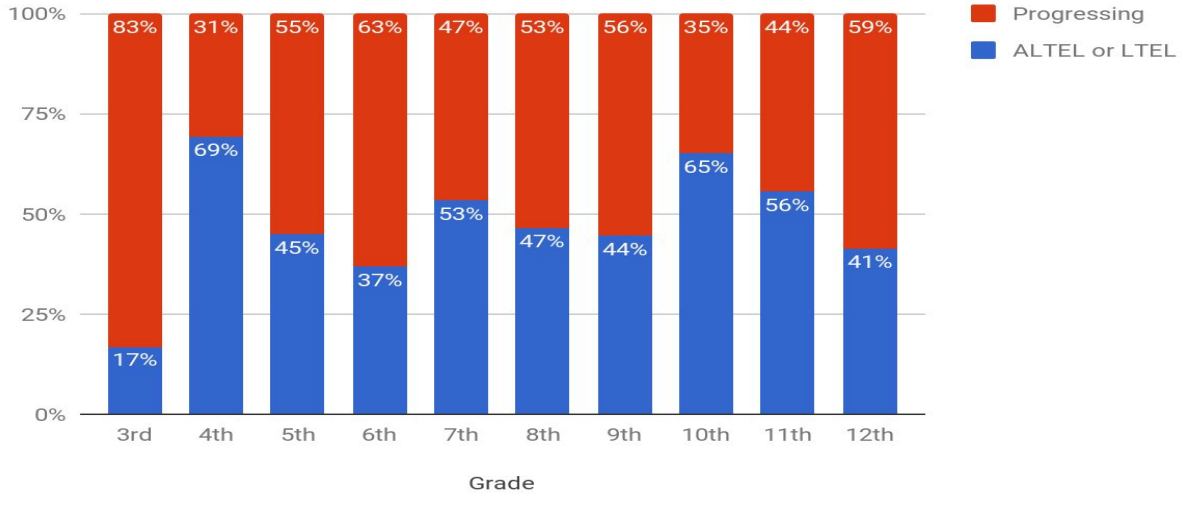
2017 CAASPP ELA - Ever ELs
% Met or Exceeded



2017 Caaspp Mathematics - Ever ELs
% Met or Exceeded



English Learners At Risk of Becoming & Long Term ELs (ALTEL/LTEL)



Elementary Reading Scores are an average score of these standards:

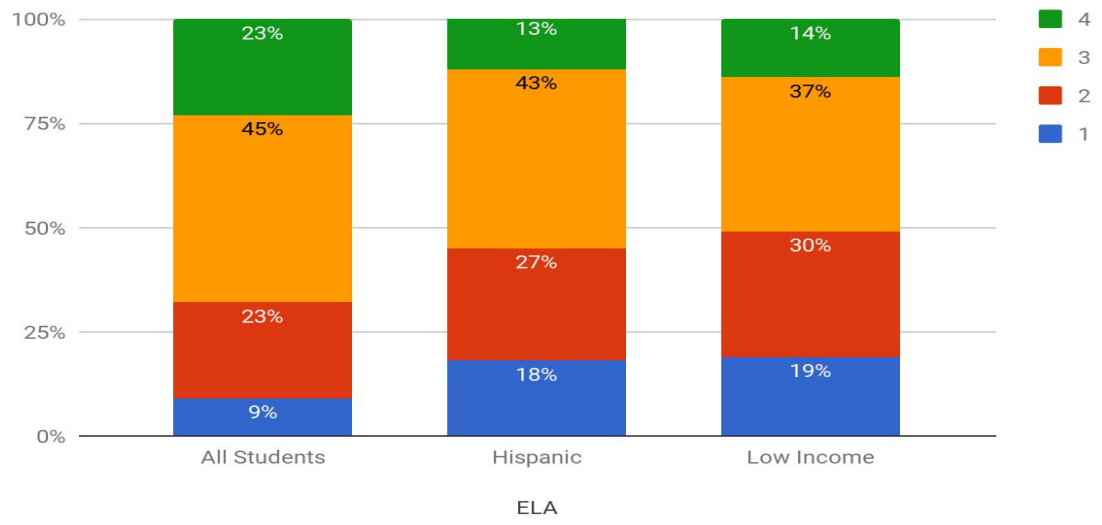
- **Foundational Skills**
  - **Phonics, word analysis & fluency**
- **Literature**
  - **Summary, inference, theme, plot, point of view, integration of knowledge & ideas**
- **Reading Informational Text**
  - **Summary, inference, main ideas & details, text structure, point of view**

Elementary Math Scores are an average score of these standards:

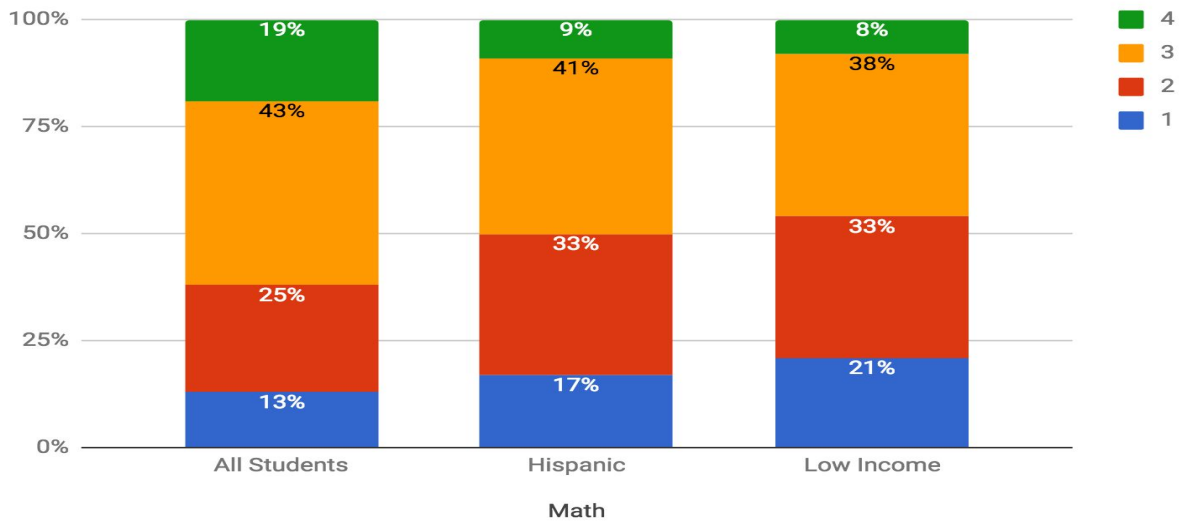
- **Operations and Algebraic Thinking**
- **Numbers and Operations in Base 10**
- **Number and Operations - Fractions**
- **Measurement and Data**
- **Geometry**

1 = Not Met 2 = Nearly Met 3 = Met 4 = Exceeded

Elementary Reading Scores: Subgroups 1st - 5th



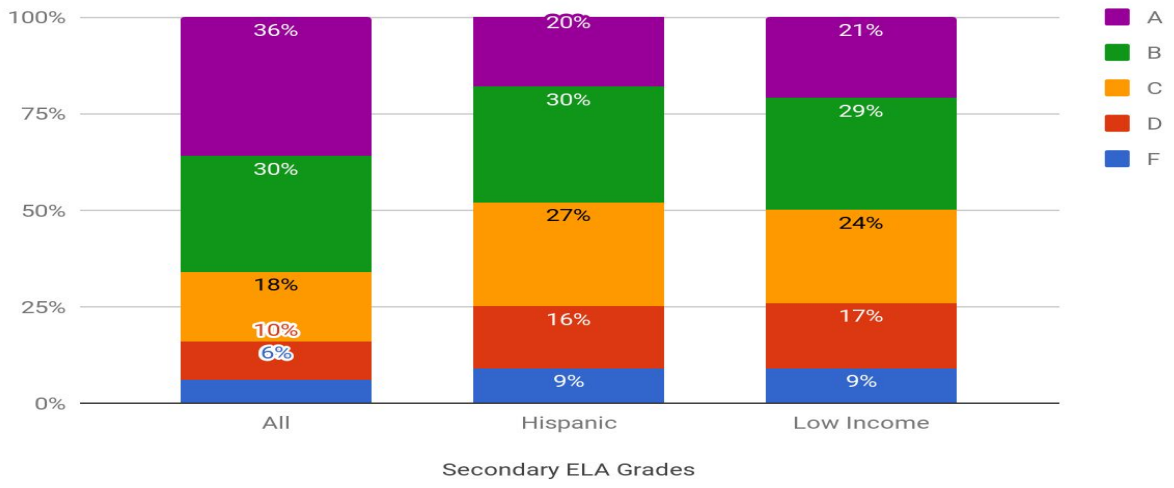
Elementary Mathematics Scores: Subgroups 1st - 5th



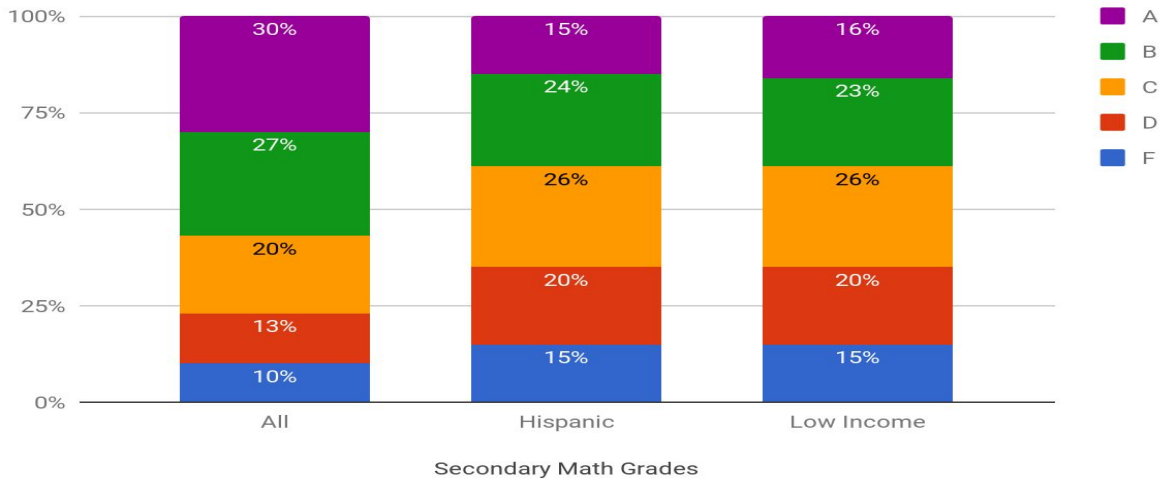
Secondary English Language Arts Grades are an average of all English classes, grades 6 -12.

Secondary Mathematics Grades are an average of all Mathematics classes, grades 6 - 12.

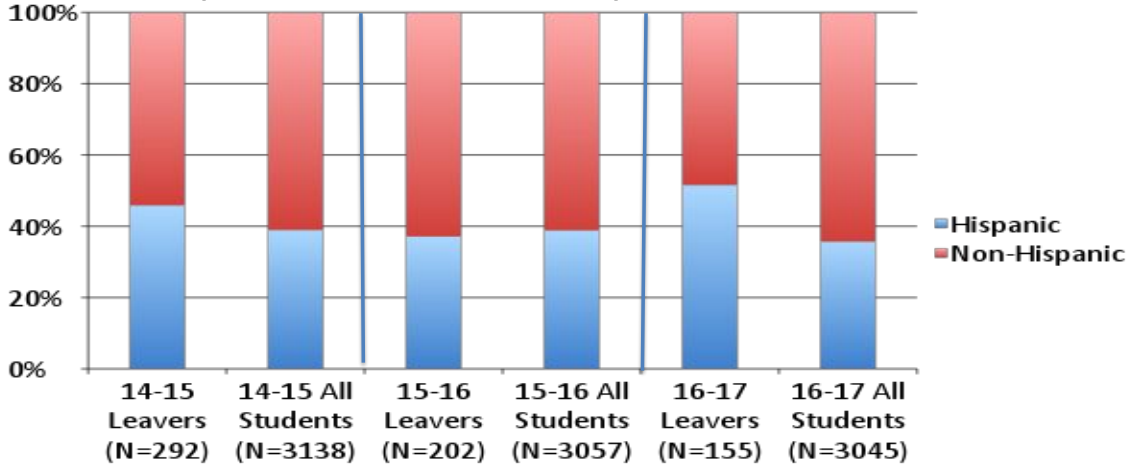
Secondary ELA Grades: Subgroups 6th - 12th



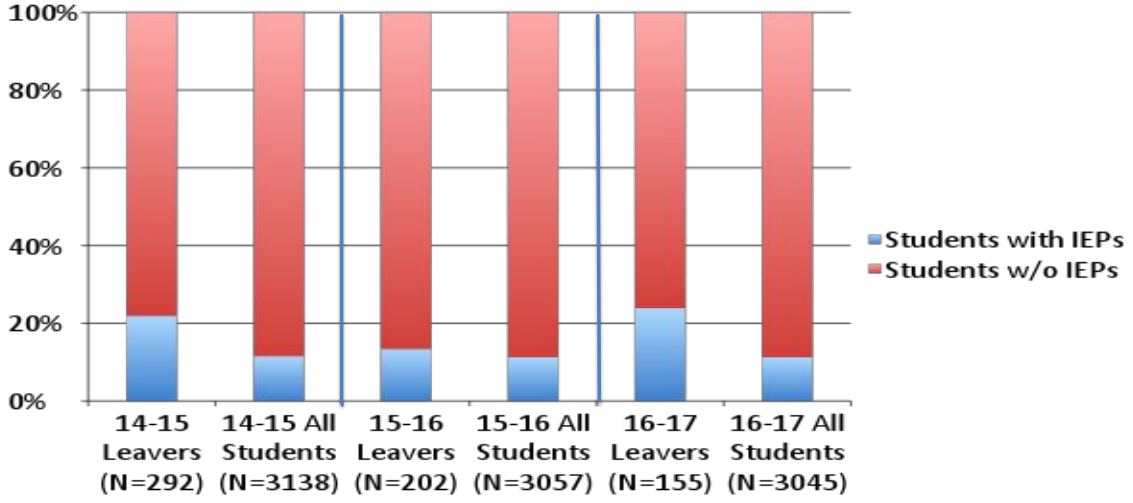
Secondary Mathematics Grades: Subgroups 6th - 12th



Percent Hispanic Students (Leavers vs. All) Over Time



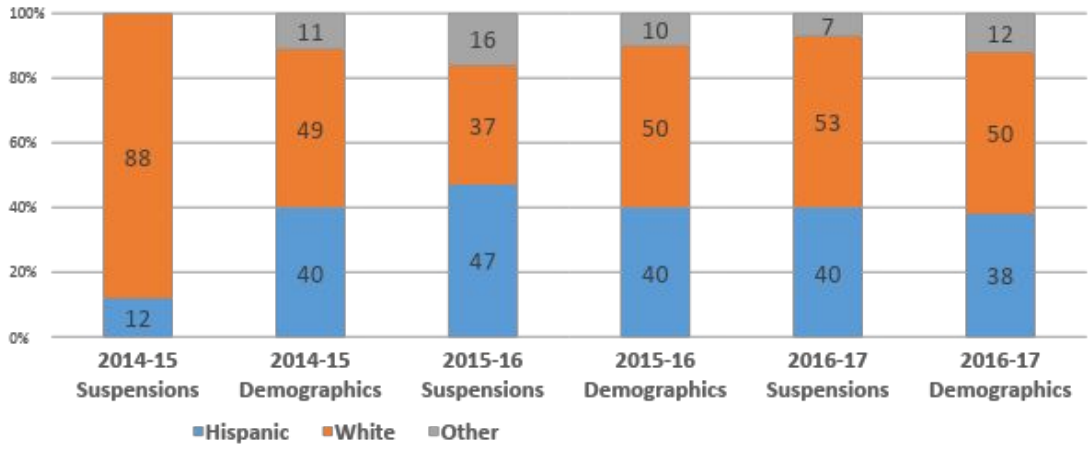
Percent Students with Disabilities (Leavers vs. All) Over Time



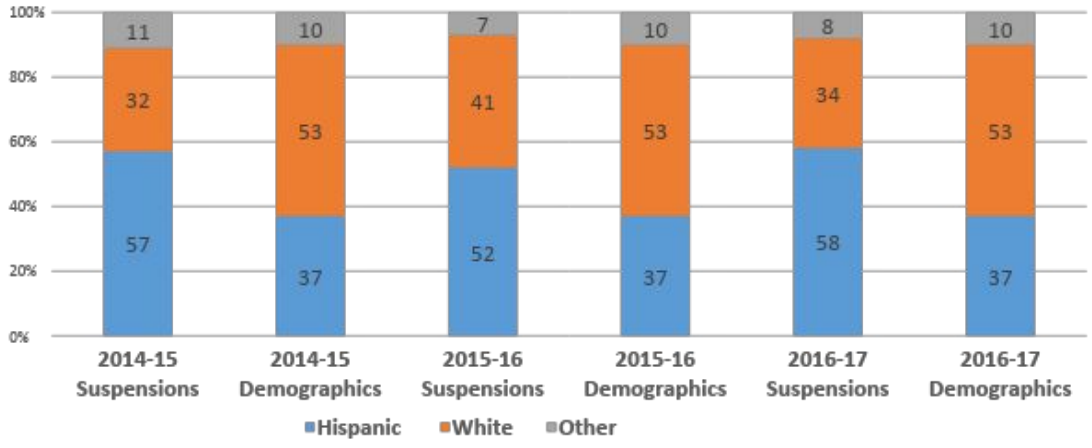
Please note:

Students included in these data have transferred out of our comprehensive high schools to other local schools or programs (including SCCS-alternative programs) on their own accord (i.e., students who moved, were on home/hospital, were expelled or moved because of an IEP placement have been *removed* from the data set).

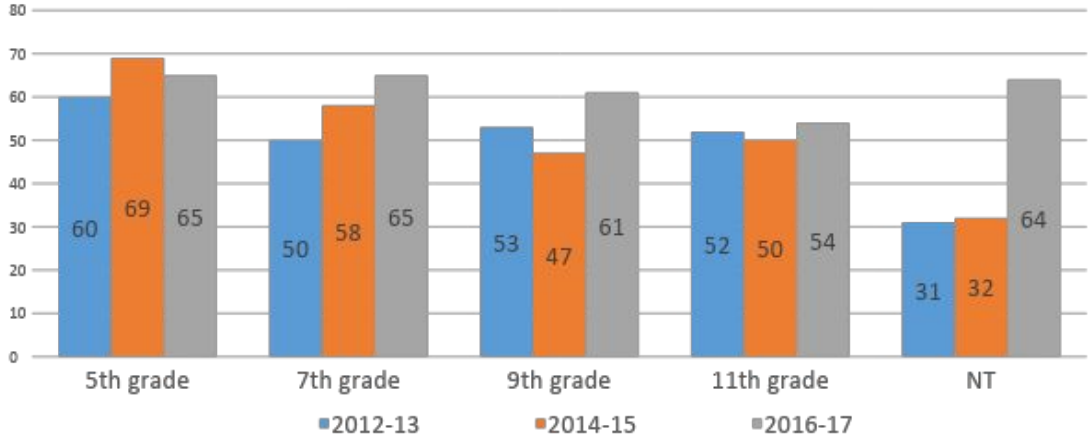
Elementary Suspensions v Demographics



Secondary Suspensions v Demographics



CHKS School Connectedness
% of students with a scaled score of “high school connecteness”

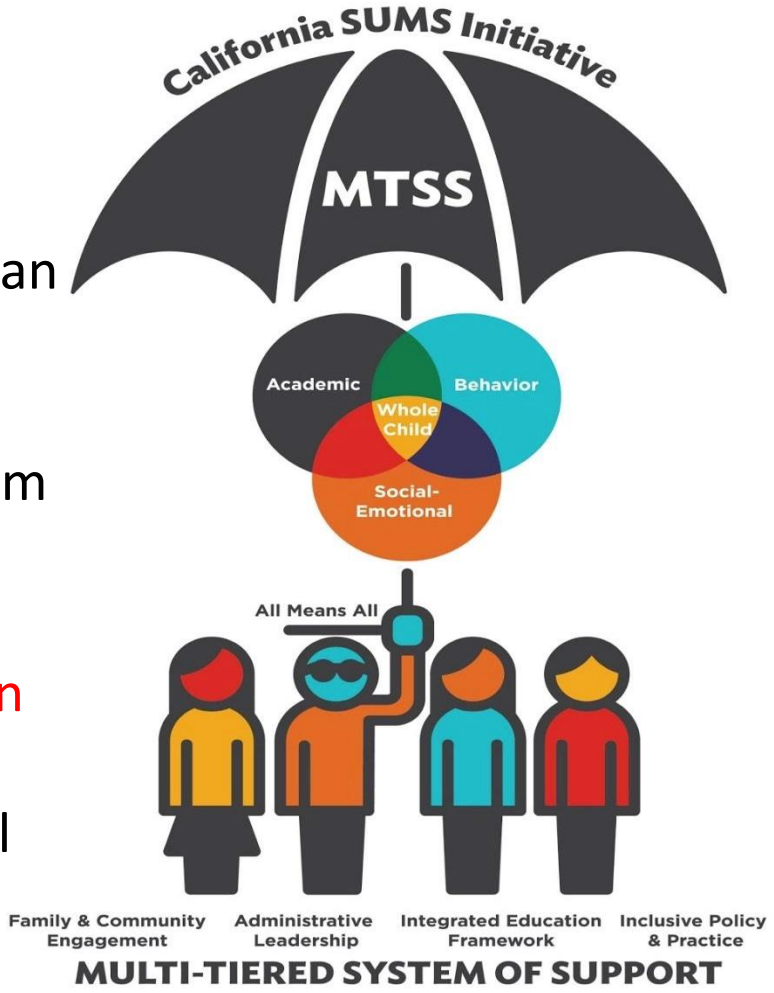


Multi-Tiered Systems of Support (MTSS) Update

April 18, 2018

What is MTSS?

MTSS or Multi-Tiered Systems of Support, is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of *ALL* students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.



MTSS Retreat Days

- In 2017, SCCS joined California SUMS MTSS (Multi-Tiered System of Support) initiative
- District leadership received 5 days of training
- Organized two retreat days: February 6th and 13th
- Gathered 76 SCCS Educators: SCIL Leaders, RtI Coordinators, Counselors, Teachers on Special Assignment, Administrators, and Cabinet

Retreat Participants

Yvette Garcia
Bob Greenly
Amariah Hernandez
Clyde Curley
Dominic Yarborough
Jamie Andres Larsen
Jessica Hoffschneider
Molly O'Neill
Janinne Ramirez
Shelli Steps
Maggie Wilson
Teri Virostko
Naima Leal
Elizabeth Lindsley
Jessica Murray
Michelle McKinney
Renee Golder
Jenny Nixen

Chalene Oatey
Mike Lynch
Molly Parks
Pat Gaffney
Kris Munro
Nancy Migdall
Lysa Tabachnick
Ann Mekis
Brent Kline
Kristin Pfotenhauer
Crissy Hansen
Casey Denning
Miranda Stark
Kathy Mitchell
Terisita Diaz
Joe Andrews
Bryan Anderson

Raven Graham
Kathy Kennedy
Shannon Delaney
Karin Wanless
Kat McElwee
Shad Coffey
Amy Spiers
Rishi Lal
Tracey Runeare
Gail Atlansky
Wendy Thompson
Stuart Kumaishi
Melissa McGibbon
Beth Shafer
Alison Blackwell
Jessi Butler
Lorna Johnson

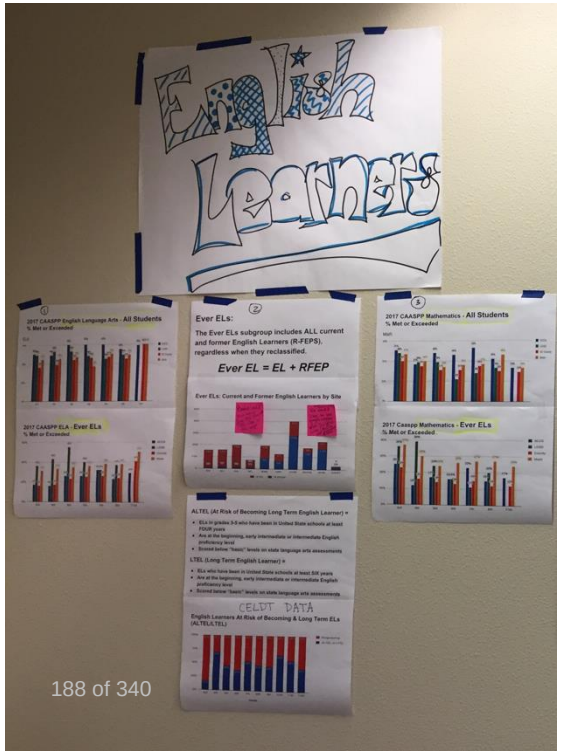
Steve McDowell
Casey Carlson
Brad Ruth
Steve Hambright
Steve Phillips
Lisa Price
Heather Murphey
Renee Figura
Michelle Mulligan
Staci Lacagnin
Junnue Partida
Elaina Ramer
Daniel Bickham
Derek Kendall
Sarah Riccabona
Matt Schilz
David Kline

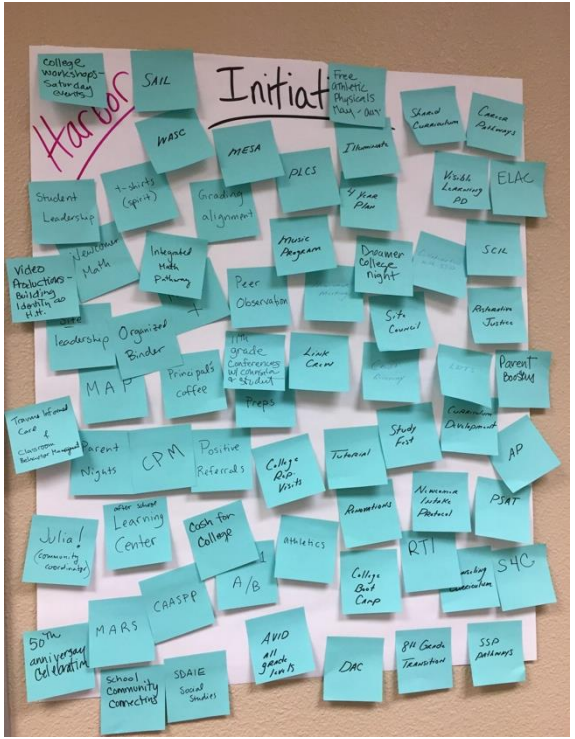
Day 1 – February 6th

Objectives:

- To examine our current and future practices for improving student achievement
- To know our district strategic focus areas and the data that led to these focus areas
- To assess our current work

Review of Data and Current Initiatives



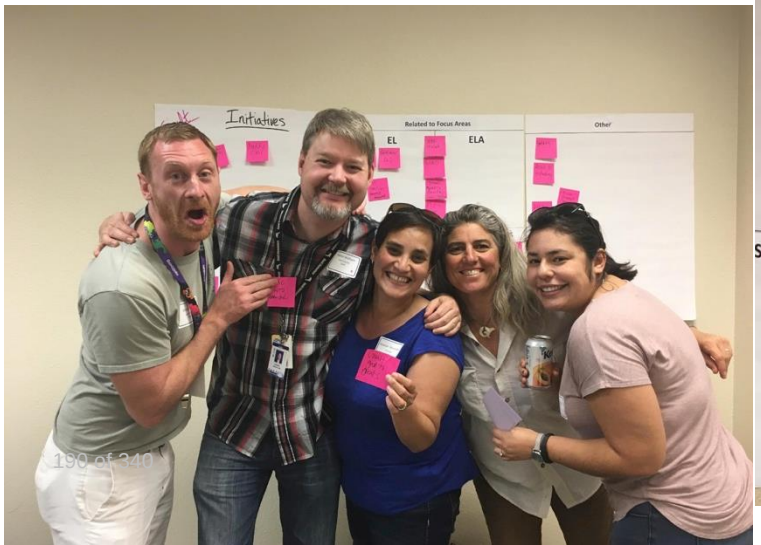


Imagine…

If the sky were the limit, anything possible, what would you do differently right here and right now in our district to change our trajectory?

Alignment & Evaluation of Initiatives

- Literacy
- Mathematics
- English Learner Progress
- School Connectedness



Day 2 – February 13th

Objectives:

- Recommend Tier 1 and Tier 2 practices for each of the four strategic focus areas
- Recommend the best way to allocate resources for our strategic focus areas
- Provide input on the LCAP

Expert Group Recommendations

- Established expert groups for each strategic focus area – Literacy, Mathematics, English Learner Progress and School Connectedness
- Each group reached consensus on recommendations

Resource Mapping

Teams identify needs to implement tiered programs for each area of strategic focus.

Next steps from retreat....

- Summary of Tier 1 and Tier 2 Recommendations
- District Sub Committee:
  - Examine Tier 1 and Tier 2 recommendations from the four Strategic Focus Areas - Take ideas generated and to map resources to support implementation, looking at all the possible funding sources for the recommendations (LCAP Supplemental, Title I, II, III & IV, etc.)
  - Continue to define and refine ideas and align resources, including budget, people, facilities, and training
  - Provide support in identified Tier 1 and Tier 2 practices across the district
  - Maintain communication, monitor data, and provide support to sites on strategic focus areas
- Sites:
  - Identify which practices we must then either start, stop, or continue in order to impact our data
  - Write School Plans based on four strategic focus areas
  - Monitor data and progress

Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: LCAP: Budget and Staffing

MEETING DATE: April 18, 2018

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
Approve the proposed LCAP budget funding changes.

BACKGROUND:
Each year our district is charged with creating and implementing a Local Control Accountability Plan (LCAP), which focuses on closing the achievement gap by targeting 3 specific groups of students: English Learners (ELs), Foster Youth, and students from Low Income (LI) households. Our district is currently in Year 1 of implementing a three-year LCAP that was approved by the SCCS Board in June 2017.

As part of the LCAP process, each year SCCS engages stakeholders (students, parents, teachers, staff and administrators) to review, make suggested revisions, and give input into the SCCS LCAP. This year we used an additional process, an MTSS retreat, to engage teachers, counselors, coaches, RtI Coordinators and administrators from each school site to give meaningful input into how we close the achievement gap at each grade span in relation to our four strategic focus areas: Literacy, Mathematics, English Learner Progress, and School Connectedness. As part of the MTSS retreat, we looked at district data in relation to the four strategic focus areas to inform the recommendations. We also have been in collaboration with Live Oak School District and San Luis Coastal School District, both districts that have better Data Dashboards than ours. The District Advisory Committee (DAC), parent LCAP survey, student LCAP survey, student LCAP focus groups, and staff LCAP survey have also contributed to refining our LCAP.

As a result of this stakeholder engagement, Tier 1 and Tier 2 recommendations for student supports were made for each grade span. A smaller MTSS task force of site and district office administrators has been collaborating to identify funding for the Tier 1 and Tier 2 recommendations developed by the MTSS retreat participants and informed by our stakeholder input.

The additional programs/positions are funded through the reduction of LCAP-funded positions that are not in direct alignment with our four strategic focus areas and through increases in supplemental dollars that the district will receive through full funding of the Local Control Funding Formula in 2018-19.

The additional supplemental funding for elementary is $47,288. The additional supplemental funding for secondary is $361,960. These amounts are driven by our unduplicated pupil counts of English Learners, Low Income Students and Foster Youth in each of our districts. This additional funding allows us to add service as well as keep up with ever-increasing costs.

The LCAP timeline does not align well with staffing timelines and our need to recruit the best possible team to serve our students. Consequently, the LCAP budget is being brought to the Board for approval ahead of the full document to support effective staffing.

Elementary Proposed LCAP Budget Changes

Proposed Elementary Positions to Stop Funding

- 1.0 FTE Elementary Math Coach
- 1.0 FTE Elementary ELIRT (This position is currently funded from a portion of Title I)

Background

We are in our third year of having content-based instructional coaches. We added instructional coaches to our district team when we had some additional funds coming to our district due to the shift in funding when we moved to the Local Control Funding Formula (LCFF). Instructional coaching was desired because it is a high-impact, research-based educational practice when implemented well.

Program Purpose and Goals

To provide instructional support in the areas of mathematics and English Language Development to all elementary teachers, as both math and supporting our English Learners to be more academically successful are areas of great need in both elementary and secondary, as indicated by our CAASPP scores.

Strength of the Program

Teachers who worked with our district math coach gave very positive feedback. Also, the math coach and ELIRT worked together to deliver district elementary math PD. Each session focused on mathematical concepts, formative assessment, re-engagement in learning, and language routines in mathematics to support our English Learners and other learners.

Program Needs for Improvement and Rationale for Proposed Change
Having one math coach for all teachers in the elementary district did not provide many teachers the opportunity to work one-on-one with the math coach. Also, our coaching program did not have a systematic way for coaching teachers. It was up to teachers to volunteer and request to work with the math coach, which resulted in random samplings of teachers working with each of the coaches.

In researching effective instructional coaching models, and working with districts that have implemented effective elementary instructional coaching models (yielding strong student achievement scores, especially when looking at their subgroups), we noticed several trends. One trend in these effective elementary instructional coaching models is that the instructional coach was connected to a site and thus a part of a school's staff. This seems to be essential in order to be more systematic about supporting teachers (working with all teachers at a school throughout the year). In addition, when the coach was part of the school staff, the coach was seen as part of the team, and as a result, there was high relation trust between the coach and teachers.

In addition, another trend in effective elementary instructional coaching programs is that the focus of the coaching was on high-impact, evidence-based instruction that impacted all content areas and was not focused on a specific content area.

Evaluation Criteria
We are using a coaching survey with all teachers that work with an instructional coach. We are also using MAP and CAASPP scores as an indicator of the success of our current Instructional Coaching Program. While the survey data is very positive, the last three years of our elementary district CAASPP data indicates that we are not yet seeing the impact of instructional coaching that we desire.

Proposed Elementary Position to Stop Funding

- 1.0 FTE District Technology Coach (.5 FTE Elementary & .5 FTE Secondary)

Background
We are in year 3 of having a District Technology Coach. The Technology coach is split between elementary (.5 FTE) and secondary (.5 FTE). Thus, this coach serves all teachers in the district. This position was created as we had an increasing need for teachers to better utilize and implement the instructional technology tools available to them.

Program Purpose and Goals
To support the infusion of education-related technology into the classroom to enhance student engagement and relevance to learning.

Strengths of the Program
As we moved to Illuminate, our new student information system and data management system, this year, the District Technology Coach has been instrumental in training teachers on how to take attendance, enter grades, etc. The Technology Coach has also been instrumental in creating reports in Illuminate for gathering data more efficiently, and has been the one to enter the district elementary report card and entering the district middle school School-Wide Writing Assessments. In addition, the Technology Coach has run Google University trainings for teachers, and as a result, we have had a number of teachers receive their Google Certification.

Program Needs for Improvement
The Technology Coach position has ended up doing a lot of behind-the-scenes tech work with Illuminate, which could easily live within the realm of the technology department. This position does not need to be a teacher, an instructional coach, and can be handled by our new Systems Support Specialist.

Evaluation Criteria
As we used data to identify our four key focus areas, technology integration did not rise to the top of identified needs. We still have stipended technology teacher leads at each school site -- one per elementary and middle school and two at each high school. These technology leads will continue to support technology integration at school sites.

Proposed Elementary Positions to Stop Funding
1.5 FTE PIP (Primary Intervention Program) Child Aide
Targeted students—students with mild to moderate school adjustment concerns grades TK-5 in the comprehensive elementary schools.
At least 96 students will be served in the 2017-18 school year. In the past, the student demographics have averaged 52% Hispanic, 41% white, 7% other. Foster and homeless youth are also a priority for this program**.**

Program Purpose and Goals
The PIP program is designed to provide support to students who are having some form of difficulty in adjusting to school.

Strengths of the Program
The data has shown that the students served in the program improve on teacher rating scales of school adjustment. The data also shows few students who are served in the program go on to need other social and emotional supports including and SSTs.

AGENDA ITEM: 8.5.1.3

Program Needs for Improvement
Further research could be conducted to compare outcomes for those selected for PIP who do not receive permission to participate with those who participate. This research could illuminate the value added of the PIP program.

PIP was established before we began our elementary counseling program, second step curriculum, Positive Behavior Interventions and Support program and group counseling interventions. We have many more systems and supports in elementary school for our elementary students with mild and moderate needs. The needs of our students and staff have changed.

As PIP was designed to target mild to moderate school adjustment ratings, many of the behavioral challenges our elementary sites are facing are beyond the scope of the PIP program. Elementary staffs are requesting support for more severe behavioral challenges.

Process for Developing Program
The program was originally developed in our district in the 1990s through a California Department of Mental Health grant. It has been continued each year through various funding sources.

Evaluation Criteria
The program is evaluated using the Participant Data Instrument (PDI) as well as feedback from teachers, principals and counselors. Teachers rate student change in six areas on a scale of -3 to +3. The chart shows the results for 94 students served. The majority of change as rated by the teachers is between +1 and +2.

Proposed Program to Stop Funding
- Elementary Summer School

Background
Elementary Summer School has been offered in Santa Cruz with a variety of time frames, formats, curricular foci, and grade spans targeted.

Program Purpose and Goals
For the last many years, the focus of summer school has been for remediation for students who are not successful in the regular school program. Each year, the focus has varied: literacy, mathematics, science, physical education, etc. We have not had the resources to offer an enrichment summer school program for at least 10 years.

Strengths of the Program
Summer school is a way to keep children engaged and connected to school during the summer months. Summer school also provides a good introduction to the profession for both new teachers and new administrators, and also offers veteran teachers a paid opportunity to experiment with new programs and/or innovations. Summer school is also able to be a site for seamless summer feeding with our food services department to provide a nutritious lunch daily during the program.

Program Needs for Improvement
Despite the benefits that summer school is able to offer, it has been difficult to measure the effect size on actual student learning in our various summer school programs. John Hattie's research on effect size gives summer school an effect size of .23, slightly greater than class size reduction (.21) and slightly behind that of exercise and relaxation (.26). However, in order to use our resources wisely to have the greatest impact on student learning, it falls far below such practices, as teacher-student relationships (.52), feedback (.70), teacher clarity (.72), RtI (1.29), and finally collective teacher efficacy (1.57).

Evaluation Criteria
Evaluation criteria vary according to the design of the program, depending on the purpose and intention of the program. As we have tracked data on students participating in various summer school program over the years, the impact has been limited. The last two years' attendance programs have been very small—in 2016 and 2017, 104 and 67 students were served, respectively.

Proposed Elementary Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- 2.0 FTE Elementary Instructional Coaching - tied to sites, not content specific (Note: .3 will be funded by Title 1)

Background and Rationale for Change
As we are in our third year of having instructional coaches, and are not yet seeing the impact of this work on student CAASPP scores, we see the need to make some shifts in the implementation of our Elementary Instructional Coaching Program. During our February MTSS Retreat with teacher leaders and administrators from each site, we heard from everyone that instructional coaching was desired. The desire was to have a full-time instructional coach to support quality instruction in our three academic strategic focus areas: Literacy, Mathematics, and English Language Development to support English Learner progress. Instructional coaching was desired because it is a high-impact, research-based educational practice when implemented well.

At this point, we do not have enough funds to have one instructional coach at each elementary school, but we do have enough to have one instructional coach split between several elementary sites. This structure enables an instructional coach to concentrate their work with all teachers at no more than two or three school sites and focus on needs as indicated by their CAASPP and MAP assessment data.

Program Purpose and Goals
To provide instructional coaching to all elementary teachers focused on high-impact, evidence-based instructional strategies. An emphasis would be placed on evidence-based Integrated ELD instructional strategies.

Strengths of the Proposed Program
Shifting our coaching positions to two Instructional Coaches instead of one math coach and one English Learner Instructional Resource Teacher would allow the Instructional Coaches to be more a part of the school staff instead of being a district coach. This would allow the coach to work with teachers in a more systematic way, resulting in more teachers working with a coach. Instructional Coaches would also be able to support quality, evidence-based instruction that crosses over all content areas. These coaches will be able to support grade level PLC teams in cycles of inquiry, help gather and review data, as well as model lessons.

Program Needs for Improvement
Ideally, we would have a full-time instructional coach at each of our three elementary schools that have a significant number of English Language Learners and Low Income students (Gault, Bayview, Delaveaga). With only two full-time coaches, coaches' time will still be split between many teachers, but the change will allow coaches to support only two or three sites at a time instead of all five.

Program Evaluation
We are using a coaching survey with all teachers who work with an instructional coach. We are also using MAP and CAASPP scores as an indicator of the success of our current Instructional Coaching Program. While the survey data is very positive, the last three years of our elementary district CAASPP data indicates that we are not yet seeing the impact of instructional coaching that we desire.

Proposed Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- 1.0 FTE Positive Behavior Interventions and Support (PBIS) Coach/Behaviorist (focused on Tier 1 & Tier 2 support to increase School Connectedness and address barriers to academic success)

Background
PBIS supports schools and districts to build system capacity for implementing a multi-tiered approach to social, emotional and behavior support. PBIS works to clarify and align expectations for students school-wide. It also includes explicit instruction of expectations and social emotional skills. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

All of our elementary schools have implemented PBIS school-wide. However, the success of the program is enhanced greatly by a PBIS coach who can work across the district to administer fidelity assessments, support site PBIS teams, and collaborate with regional PBIS supports. Two years ago, we had a part-time PBIS coach who was a great asset to our sites.

In addition to our PBIS needs, we are seeing a significant increase in behaviors that are impacting classroom safety. Elementary sites are often requesting support from our Special Ed Behavior Specialist on matters involving general education students. Our elementary teachers at all of our school sites have requested more behavior supports to ensure behavior is not an obstacle to student achievement. This has also been a request from elementary parents.

Program Purpose and Goals
With the creation of this position, the PBIS Coach/Behaviorist will be able to work with all five elementary sites to support PBIS teams and staffs—administrative, credentialed, and classified—to support their site PBIS teams in preventing behavior, as well as to implement effective interventions for general education students with moderate to severe behavior. All sites are experiencing behaviors in general education students that fall into the severe category and are therefore not a candidate for PIP.

Evaluation Criteria
PBIS Coach/Behaviorist will be under the supervision of the Director of Student Services. Effectiveness of the program will be measured by interviews with site teams, decreased behavior referrals and suspensions, and our PBIS fidelity tools.

Proposed Elementary Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- 1.5 FTE Positive Behavior Interventions and Support (PBIS) Aides

Background
PBIS Aides were added to each of the four comprehensive elementary sites in 2012. They work under the direction of the school counselor to support general education students with social-emotional needs.

AGENDA ITEM: 8.5.1.3

Program Purpose and Goals
Site leadership identified the need to have one trained aide on campus who could be flexibly assigned to support general education students with behavioral challenges. On elementary campuses, there are few adults other than administration who are not assigned to instructional groups during the day.

The PBIS aide assists students during class, checks in with them at morning break, and is a support to both students and staff by having a one-to-one relationship with identified students. PBIS aides are not assigned only to one student, but instead can support several students at a time.

Strengths of the Program
The flexibility of the PBIS aide position allows them to respond to immediate behavioral needs as well as support identified students over a longer, but flexible, period of time, as the need arises. The PBIS aide is a consistent presence on campus who is able to assist both the administrator and counselor to support positive student behavior.

Program Needs for Improvement
One area for improvement is to have the PBIS aides receive ongoing training and supervision. Since the PBIS coach position was not filled last year, there was not a consistent training offered to the PBIS aides. If approved, the PBIS aides will be trained by the PBIS Coach/Behaviorist to provide consistent professional development and coaching.

This program has been funded out of Medi-Cal funds since its inception. Due to the reduction to that funding source, this program will now be funded with LCFF supplemental dollars.

Evaluation Criteria
PBIS aides will keep logs of students served. Behavior data, staff input, and service logs will be used to evaluate the program.

Proposed Elementary Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- SCIL Stipends moved from Title 1 and Title 2 to LCFF budget due to reductions in our Title 2 allocation

Background
SCIL (Santa Cruz Instructional Leaders) teams were introduced to SCCS in the 2010-2011 school year. Each year, grade level and department leads are tasked with leading the PLC work at their respective sites and leading the professional development days. Currently, at elementary, we have a SCIL member at each grade level. In addition to leading PLCs and PD, SCIL leaders are

trained on two additional summer days and may have up to four after-school meetings during the school year. They also meet monthly with site leadership outside of contracted hours.

Program Purpose and Goals
Each August our district invites instructional teacher leaders from each site as well as administrators to come together to engage in a day of professional learning to set the stage for the year's instructional focus. This year, our 2017 SCIL PD day refocused our efforts with Professional Learning Communities (PLCs) by tying this already-established practice with "Collective Teacher Efficacy", one of the highest yield educational practices that impact student learning. According to John Hattie, a highly regarded education researcher, Collective Teacher Efficacy has an effect size of 1.57, effectively tripling the speed of a student's learning. Collective Teacher Efficacy is the belief that *together teachers can positively impact student learning through collective action*. We will continue to focus on how to further our Collective Teacher Efficacy and increase our impact throughout the year at our follow up SCIL meetings.

Strengths of the Program
The SCIL program has brought professional learning and professional learning communities through our excellent teacher leaders. Sites can guide their professional learning needs and differentiate their learning for their own staffs. Administrators and SCIL have latitude in what the instructional foci should be the year, and grade levels/departments can collaborate in their PLCs to share effective strategies based on the analysis of student work.

Program Needs for Improvement
The effectiveness of the SCIL teams currently varies from site to site. We are in conversation about some changes and/or modifications to the SCIL structure to allow for more differentiation by both grade span and content area in professional development, depending on the individual needs of the teachers at each site. A slight reorganization of the structure of SCIL would allow more teachers to be involved to be recognized leaders in a greater range of content areas.

Evaluation Criteria
Professional Learning Communities (PLCs) are constantly evaluating student learning and the effectiveness of the instruction. High-functioning PLCs have the greatest impact. Student performance on collaboratively identified learning goals is the direct effect of PLCs.

Secondary Proposed LCAP Budget Changes

Proposed Programs/Positions to Stop Funding

- 1.0 FTE Secondary Math Coach

AGENDA ITEM: 8.5.1.3

Background
We are in our first year of having a full-time secondary district math coach. Instructional coaching was desired because it is a high-impact, research-based educational practice when implemented well, and we have a great need to increase our student achievement in mathematics.

Program Purpose and Goals
To provide coaching and support for all math teachers implementing the new Common Core Standards using the new College Preparatory Mathematics (CPM) curriculum.

Teachers who worked with our district secondary math coach gave very positive feedback. Our secondary math coach was specifically able to provide intensive support to Harbor High's new math teachers.

Program Needs for Improvement and Rationale for Proposed Change
Because Soquel High and Santa Cruz High both have math-focused Response to Intervention Coordinators who provide great instructional support to their respective math departments, there was not as great a need for a district math coach at these sites. Harbor recognized the need to have a math-focused, Response to Intervention Coordinator, and has hired one for the 2018-19 school year.

Evaluation Criteria
We are using a coaching survey with all teachers that work with an instructional coach.

Proposed Additions Aligned to the SCCS 4 Strategic Focus Areas
- .2 FTE at each middle school for a math intervention class

Background
While both middle schools have been able to implement Tier 2 Math Interventions (Math Plus), they have not yet had the funds to implement Tier 3 Math Interventions for students in great need of math support.

Program Purpose and Goals
These Tier 3 Math Interventions will be intensive support classes focused on building students mathematics skills in their area of need.

Evaluation Criteria
MAP Growth & CAASPP growth

Proposed Additions Aligned to the SCCS 4 Strategic Focus Areas

- .2 School Connectedness FTE at each middle school

Background

As we have identified a need to better monitor student engagement and connectedness to school, each middle school is looking at certificated staff to support student engagement. Each site will work with the leadership team to identify the counseling/activities focus that will best meet site needs. Each position will collect data on the engagement of all student groups with a particular focus on English Learners, Low Income Students and Foster Youth.

Program Purpose and Goals

The purpose of the program is to better engage and connect students to school. This personnel resource will help develop full programs at each respective site in collaboration with site staffs.

Strengths of the Program

As programs are developed this spring and summer, an update will be provided to the Board on each site's specific program goals.

Program Needs for Improvement

Program needs will be evaluated and reported in the first year of implementation.

Evaluation Criteria

Specific site evaluation criteria will be established and monitored by each middle school. All sites will be assessing increased participation in co-curricular programming and increase metrics for District Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Proposed Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- .4 FTE Activities Director at each comprehensive high school and a .1 FTE Activities Director at Costanoa to focus on student connectedness

Background

As we have identified a need to improve and better monitor student engagement and connectedness to school, each high school wants to provide targeted support with an Activities Director at each site. Each position will collect data on the engagement of all student groups with a particular focus on English Learners, Low Income Students and Foster Youth.

Program Purpose and Goals

The purpose of the program is to better engage and connect students to school. The goal is to increase student participation in co-curricular programs.

Strengths of the Program
As programs are developed this spring and summer, an update will be provided to the Board during the school year.

Program Needs for Improvement
Program needs will be evaluated and reported in the first year of implementation.

Evaluation Criteria
All sites will be assessing increased participation in co-curricular programming and increase metrics for District Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Proposed Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- .1 FTE increase in FTE for MS School Community Coordinators (increase to .6 from .5)

Background
School Community Coordinators

Program Purpose and Goals
The purpose of the school community coordinator is to support access to the school for families and to support linking families to community resources.

Strengths of the Program
School community coordinators are the only access to the school for many of our monolingual Spanish-speaking parents. This position provides translation, interpretation and access to all school-to-home communications, school events, parent conferences and for information about classroom curriculum and student progress. School community coordinators also assist school leaders with home visits and outreach.

Our school community coordinators connect families with community resources, helping them fill out forms to access health care, free and reduced lunch, scholarships and find support services for individual family needs. This year, they are instrumental in implementing the new online enrollment program. Further, our school community coordinators serve as liaisons for homeless and foster youth services.

As we have held parent leader meetings and other stakeholder forums, parents have consistently noted the importance of the school community coordinators. At the most recent

parent leader meeting with the Superintendent, parents noted the crucial role community coordinators play in parent engagement.

Program Needs for Improvement
Our school community coordinators would benefit from continued on-going training and professional development. Currently, they collaborate monthly at a job-alike meeting and align work practices and services to support all students.

Evaluation Criteria
The school community coordinators have been in place for many years. We piloted a log of contacts and services this year. It will be fully-implemented in the coming year. Further, our parent surveys provide feedback on the services and supports that they provide.

Proposed Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- .4 FTE at both Harbor & Soquel, .2 at Ark and .17 at SCHS for Math and/or Literacy based academic interventions

Background
All three comprehensive high schools are currently implementing math interventions. Two of the three high schools are also implementing Tier 3 literacy interventions. Data on the flexible Tier 2 math interventions has been positive. We have more students successfully completing math courses.

Student achievement data illustrates a need for more intervention courses to support student success. Allocations of FTE were differentiated, based on site achievement data. Each site will build courses to address specific academic needs.

Program Purpose and Goals
These Tier 2 and 3 interventions will focus on building students' mathematics and literacy skills in their areas of need.

Evaluation Criteria
MAP Growth & CAASPP growth

Proposed Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- .4 FTE SCHS & Soquel School Community Coordinator to support ELs and parent access and engagement (Note: Harbor already has 1.0 FTE School Community Coordinator)

See elementary section above on School Community Coordinators for background, purpose, goals, etc.

Proposed Budget Additions Aligned to the SCCS 4 Strategic Focus Areas

- SCIL Stipends moved from Title 1 and Title 2 to LCFF budget because of reductions to the Title 2 budget

See elementary section above on SCIL for background, purpose, goals, etc.

FISCAL IMPACT:
$866,857.00 to be paid from LCAP Supplemental Funds (Restricted).
$34,888.00 to be paid from Title I Funds (Restricted).

Proposed Budget Reductions	**LCFF Supplemental**	**Title 1**	**Total**
1.0 Math Coach:Elem	$85,957	$15,169	101,126
1.0 ELIRT: Elem	$101,310	$19,719	121,029
.5 District Tech Coach: Elem	$59,685		$59,685
4 @ .3750 PIP Child Aide: Elem	$59,244		$59,244
4 @ .3750 PBIS Abrite Aide	$59,203		$59,203
Summer School: Elem	$30,000		$30,000
.5 District Tech Coach: Sec	$59,685		$59,685
MS Math Bridge Summer School: Sec (to Title 1)	$30,000		$30,000
1.0 Math Coach: Sec	$95,133		$95,133
Total Reductions	**$550,217**	**$34,888**	**$615,105**
Proposed Budget Additions	**LCFF Supplemental**	**Title 1**	**Total**
2.0 CCSS Coaches: Elem	$187,267	$34,888	$222,155
1.0 PBIS Coach/Behaviorist: Elem	$107,638		$107,638

AGENDA ITEM: 8.5.1.3

1.5 FTE PBIS Aides: Elem	$65,000		$65,000
28 SCIL Stipends @ $1,530 *(from Title II)*	$42,840		$42,840
38 SCIL Stipends @ $1,530 *(from Title II)*	$58,216		$58,216
.2 FTE @ B40MS, MHMS for Math: Sec Intervention Class	$36,387		$36,387
.2 Counselor @ B40MS, MHMS for School Connectedness	$50,897		$50,897
.1 FTE increase @ B40MS, MHMS School Community Coordinator	$12,417		$12,417
.4 Academic Intervention @ HHS, SHS	$77,718		$77,718
.17 Academic Intervention @ SCHS	$18,929		$18,929
.2 Math Intervention @ Ark	$19,429		$19,429
.4 Bilingual School Community Coordinator @ SCHS & SHS	$63,230		$63,230
.4 Activities Director @ HHS, SCHS, SHS	$116,577		$116,577
.1 Activities Director @ Costanoa	$10,312		$10,312
Total Additions	**$866,857**	**$34,888**	**$901,745**
Increase from 17-18 to 18-19 Allocation: Elementary	***$47,288***		
Increase from 17-18 to 18-19 Allocation: Secondary	***$361,960***		

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

AGENDA ITEM: 8.5.1.3

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

AGENDA ITEM: 8.5.1.3

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SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Revised Classified Job Descriptions

DATE: April 18, 2018

FROM: Molly Parks, Assistant Superintendent of Human Resources

THROUGH: Kris Munro, Superintendent

Recommendation:
Approve revisions to 39 classified job descriptions.

Background:
Ewing Consultants recently completed a Classification and Compensation Study that included revising 75 SCCS classified job descriptions. Throughout that process, employees and supervisors were given the opportunity to provide input through questionnaires and interviews. After Ewing Consultants finalized job descriptions, the Personnel Commission and Human Resources continued to accept feedback for employees and make appropriate revisions. 39 job descriptions are now ready for approval. These draft job descriptions have been posted on the Personnel Commission web site and employees have been given a link to this site. The Personnel Commission approved these job descriptions at their last meeting on April 10, 2018. The remaining 36 job descriptions will be ready for approval before the end of the year.

Fiscal Impact:
None

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

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

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

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SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

ACCOUNTING TECHNICIAN

DEFINITION:

Under the direction of the Program Director, perform a wide variety of responsible technical accounting duties for a variety of accounts for an assigned program; perform variety of department, District, local, state and federal responsible fiscal recordkeeping and computerized accounting duties; develop and maintain various financial records; receive deposits and disbursements; maintain contracts and submit required financial information to county, state and federal agencies according to funding mandates.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Direct accounting activities for an assigned District program; prepare financial statements, records and reports; ensure appropriate financial procedures and practices with accepted accounting principles, applicable regulations and adopted procedures.
- Respond to phone calls and email messages; monitor and process online applications; record and enter all purchased products from invoices to inventory list; prepare site money deposits for delivery; ensure computer equipment checks.
- Ensure payment of District bills; maintain and send outstanding account balance memos; ensure daily bank deposits; enter sales into computerized system of student purchases; post data into general ledger and other computerized accounting system.
- Set up and maintain fiscal records on all assigned accounts; ensure detailed audit trail; prepare and monitor purchase orders; process purchase orders; check invoices against purchase orders and incoming merchandise for accuracy and completeness; check requisitions for proper account codes; set up new accounts as needed; submit authorization for payment to District Office once discrepancies have been resolved.
- Receive, verify and deposit funds for state, federal and local grants and other funding sources; maintain accurate records of transactions.
- Balance bank account and vendor statements; complete CALPADS direct certifications; prepare catering invoices; balance outstanding accounts.
- Maintain program budget; update P&L report; prepare and transfer program funds as needed; prepare and transfer sales funds to County accounts.
- Prepare and pay monthly tax reports; request budget transfer as needed.
- Respond to questions regarding interpretation of laws, regulations, contract, District policies and accounting procedures.
- Attend and participate in meetings and in-service trainings.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school supplemented by work in accounting or related field and two years clerical accounting experience

Knowledge of:

- Methods, procedures and terminology used in technical accounting work.
- Financial and statistical record-keeping techniques.
- Preparation of financial statements and comprehensive accounting reports.

- General accounting, program and business functions of an educational organization.
- Policies and objectives of assigned programs and activities.
- Use and processing of requisitions, purchase orders, invoices and related documents.
- Preparation, review and control of assigned accounts.
- Data control procedures and data entry operations.
- Modern office practices, procedures and equipment.
- Oral and written communication skills.
- Interpersonal skills including tact, patience and courtesy.
- Arithmetic computations.

Ability to:

- Perform a variety of technical accounting duties in the review, evaluation and adjustment of assigned accounts.
- Maintain accurate financial and statistical records.
- Prepare and evaluate comprehensive accounting reports and statements.
- Verify, balance and adjust accounts.
- Review, process, evaluate and verify a variety of financial information.
- Identify, investigate and resolve financial errors and discrepancies.
- Issue and distribute vendor and claim reimbursement payments as assigned.
- Receive, review and process program purchase orders and invoices.
- Monitor and audit income and expenditures.
- Type and input data at an acceptable rate of speed.
- Assemble, organize and prepare data for records and reports.
- Reconcile, balance and audit assigned accounts.
- Compare numbers and detect errors efficiently.
- Operate standard office equipment including a computer and assigned software.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Meet schedules and time lines.
- Perform arithmetic calculations quickly and accurately.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting for extended periods of time.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 5/20/2015

Approved by Governing Board: 5/20/2015

Salary Range: 33

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

ATTENDANCE TECHNICIAN

DEFINITION:

Under the direction of the site administrator, perform a variety of attendance related activities designed to document student attendance with the goal of minimizing student absenteeism; perform accurate investigation and resolution of attendance problems; contract parents and guardians during and after school hours.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform a variety of clerical duties related to student attendance accounting and record-keeping activities at an assigned school site; provide accurate reporting for daily attendance activities and update attendance data for required ADA reporting.
- Record the data for period-by-period attendance; establish and maintain average daily attendance (ADA) records for assigned school, including independent study contracts; receive, verify, reconcile and process incoming attendance data from teachers, parents, students and administrators.
- Prepare and maintain a variety of reports, logs and files related to student attendance, truancy, suspensions and other assigned activities; send and request student records.
- Input and update attendance, enrollment and other student information into an assigned computer system and to individual ADA records including notice of suspensions, tardiness and unexcused absences; establish and maintain automated student records from registration forms; generate a variety of computerized lists and reports related to student attendance data.
- Compile and record supplemental documentation regarding truancy letters and attendance reports; identify and track student attendance review board referral and reports to supervisor.
- Verify excused and unexcused absences by contacting parents and teachers; communicate with parents regarding attendance related matters, collecting information, verifying data, relaying messages and homework assignments given from teachers.
- Respond to telephone calls from teachers, parents and school officials; screen and route calls as directed; send and receive emails; respond to inquiries and provide student attendance and other information to personnel, parents and outside agencies; release information from attendance files or other records as appropriate
- Communicate with site administrator regarding concerns with attendance.
- Perform routine clerical and receptionist functions in the school office as needed; schedule and maintain daily work priorities; administer basic first aid to students and staff as appropriate.
- Operate a variety of office equipment including a computer and student information system.
- Provide assistance to school site administrators and District personnel including District nurse, regarding school attendance; assist auditors with providing data as requested.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience: Any combination equivalent to: graduation from high school and three years of general clerical experience preferably at a school district. Bachelor's Degree can be substituted for experience.

Licenses and other Requirements

- Valid First Aid and CPR Certificate and/or verification that such certification is in progress is required.

Knowledge of:

- Modern office practices, procedures and equipment.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- School attendance policies, procedures, terminology and attendance accounting methods.
- Attendance recording and reporting requirements and formats.
- Applicable State and District attendance reporting procedures and regulations.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Telephone techniques and etiquette.
- Operation of a variety of office equipment, a computer and assigned software.

Ability to:

- Perform a variety of clerical duties related to student attendance accounting and record-keeping activities at an assigned school site.
- Contact parents and guardians to report and verify excused and unexcused absences.
- Operate a computer and assigned software to input and update attendance information
- Learn methods, procedures, policies and terminology used in accounting for student attendance.
- Learn, interpret, apply and explain applicable student attendance laws, codes, rules and regulations.
- Gather and disseminate attendance information.
- Answer telephones and greet the public courteously.
- Type and enter data at an acceptable rate of speed.
- Maintain confidentiality of student records and information.
- Establish and maintain effective working relationships with others and maintain regular attendance.
- Meet schedules and timelines.
- Maintain a variety of records, reports, logs and files.
- Communicate effectively both orally and in writing.
- Understand and follow oral and written instructions.
- Complete work with many interruptions.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment.
- Student interactions/customer service.
- Parent contact/customer service.
- Fast paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.

- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range: 28

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

CAMPUS SAFETY SUPERVISOR

DEFINITION:

Under the direction of the Site Administrator and/or Principal, provide campus security and monitor student behavior at assigned school site; serve as first responders in medical and non-medical situations, arguments, altercations, conflicts and classroom and school campus disorder and disruptions; ensure student compliance with school and District rules and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide for the safety and supervision of students on campus by actively supervising all areas of the campus and surrounding neighborhood throughout the school day; serve as first responders to campus emergency situations including physical altercations and confrontations, anti-social, illegal or violent behaviors and medical and physical hazards; respond to fire and burglar alarms.
- Supervise assigned areas of campus; ensure students are safe, orderly and within assigned areas; escort and direct authorized visitors to desired destinations; respond to student behavior issues in classrooms; monitor campus parking lots; secure campus perimeter.
- Monitor designated areas including lunch areas, walkways, restrooms, parking lots and adjacent areas before, during and after school hours; ensure students park in designated student parking spaces and lots; monitor and direct campus traffic; place traffic barriers to guide traffic; monitor traffic and student activity during school events.
- Investigate and report unusual, suspicious or criminal activities; notify students for detention and Saturday school; provide campus supervision at throughout the entire school day.
- Positively engage and build rapport with students. Know and understand campus safety plan.
- Assist with escorting staff and students to the office upon request, including students and staff who are injured; check on students who are not in class during designated periods and follow up on reason for being out of class; direct tardy students to go to appropriate school office.
- Escort delinquent students to and from administration offices; retrieve students as requested by administrators.
- Review substitute teacher list daily; ensure assigned substitute teachers able to enter classroom; follow-up with substitute teachers throughout the day.
- Assist in Health Office to monitor sick or injured students.
- Check license plates for identification of vehicles on campus; ensure all campus vehicles are provided and display assigned parking permits.
- Operate computer to respond to emails; utilize database to review and record students in detention and Saturday school; operate a two-way radio as assigned; drive a vehicle to conduct work.
- Support site Administrators to prepare and carry out safety drills; restock safety supplies.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years in experience working with students.

Licenses and other Requirements

- Valid Class C California Driver's License.
- Valid First Aid and CPR Certificate and/or verification that such certification is in progress.

Knowledge of:

- Basic methods of individual and group supervision.
- Basic interests, attitudes and emotional development of adolescents.
- Oral and written communication skills.
- Health and safety regulations.
- Conflict resolution methods and techniques.
- Operation of a computer and assigned software.
- Basic first aid and CPR procedures.
- Interpersonal skills using tact, patience and courtesy.
- Basic report preparation techniques.

Ability to:

- Patrol and supervise campus activities to ensure the well-being and safety of students and staff in non-classroom activities.
- Ensure student compliance with school and organizational policies and regulations.
- Investigate occurrences of property damage and suspicious or criminal activity.
- Learn, apply and explain organizational policies, rules and regulations related to parking and security of buildings and grounds.
- Prevent or address student conflicts and fights.
- Establish and maintain cooperative and effective working relationships with others.
- Understand and follow oral and written instructions.
- Prepare incident reports.
- Maintain confidentiality of student and staff information.
- Determine appropriate action within clearly defined guidelines.
- Communicate effectively both orally and in writing.
- Observe health and safety regulations.
- Physically capable to respond quickly to emergencies.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor environment.
- Seasonal heat and cold or adverse weather conditions.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Seeing to monitor student activities.
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate a vehicle.
- Standing and walking for extended periods of time.
- Lifting and carrying heavy objects.

- Physically capable to respond quickly to emergencies.
- Reaching overhead and above shoulders.
- Bending at the waist, kneeling or crouching.

Hazard:

- Potential physical hazards involved in intervening in fights and other anti-social, illegal and violent behavior.
- Contact with dissatisfied or abusive individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 1/8/2013

Approved by Governing Board: 2/13/2013

Salary Range: 26

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

CAREER DEVELOPMENT SPECIALIST

DEFINITION:

Under the direction of the Transition Coordinator, provide a variety of instructional and support services to special education students; assist case managers in the implementation of school to career transition plans; assist students develop vocational skills and obtain volunteer and job opportunities; serve as liaison between students and employers; provide related career development services.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide a variety of instructional and support services to special education students; provide support and assistance to case managers in the implementation of school to career transition plans; assess student needs, interests and abilities to determine appropriate career goals and placement; assist students in establishing and pursuing goals.
- Assist students with developing pre-employment skills and obtaining jobs; assist students with resume development; direct students with interviewing techniques and strategies; confer with students regarding employment opportunities, work ethics, forms, applications and career skill development.
- Provide job development, placement and follow-up services; conduct work site analyses and job site consultation; work with job site administrators and staff to develop appropriate job accommodations for assigned students; establish and maintain contact with potential employers; solicit job openings; monitor employers and assure proper working conditions.
- Ensure job coaching and supervision of students at work site; provide proper instruction for student self-advocacy.
- Provide career and job-related advisement to assigned students; provide assistance with post-secondary opportunities; assist students with completing various employment and educational packets and applications; request, process and prepare required employment paperwork as needed.
- Assist students with college exploration; provide direction with college entrance requirements, applications, testing and financial aid provisions
- Serve as liaison between students, families, teachers, staff, employers and outside agencies regarding student employment opportunities, placement, progress and related activities; refer students to potential employers according to needs, interests and abilities; answers inquiries and distributes information regarding the District's vocational programs to agencies and interested parties.
- Schedule appointments for career counseling, vocational opportunities, and tutoring as related to entry level jobs and career-related functions; receive job information from employers and community agencies;
- Establish and maintain program record keeping systems, files, logs, calendars and records of student progress; prepare and maintain a variety of records, reports and files related to students, resumes, time sheets, employers and assigned activities.
- Operate a variety of office equipment including a copier, fax machine, computer and assigned software; utilize a variety of adaptive equipment and devices as required; drive a vehicle to conduct work.
- Conduct career assessments.
- Participate in meetings and in-service training as required.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school with two years of college course work in education, psychology, counseling or related field and two years' experience working with students with physical, emotional, and learning disabilities preferred.

Licenses and other Requirements

- Valid Class C California Driver's License.

Knowledge of:

- Principles, practices and procedures of career and vocational education training programs.
- Training and employment opportunities in the community.
- Vocational and employability skills needed to obtain and maintain employment.
- General interviewing, advisement and assessment techniques.
- Career information and resources.
- Disabled and at-risk student capabilities and behaviors.
- Applicable laws, codes, regulations, policies and procedures.
- Techniques for developing vocational and living skills needed to obtain and maintain employment.
- Policies and objectives of assigned programs and activities.
- Operation of a variety of office equipment including a computer and assigned software.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Record-keeping and report preparation techniques.
- Basic public relations techniques.

Ability to:

- Provide a variety of instructional and support services to special education students in the enhancement of school to career transition.
- Administer career assessments, including career interest inventory, student interviews and questionnaires.
- Assist individual students with developing vocational skills and obtaining jobs.
- Serve as a liaison between students, teachers, staff, employers and outside agencies regarding student employment opportunities, placement, progress and related activities.
- Assist students with developing job searching and daily living skills.
- Identify and evaluate student interests, needs and abilities.
- Provide career and job-related advisement.
- Research and locate employment opportunities for program participants.
- Refer students to potential employers according to needs, interests and abilities.
- Monitor and assess student progress.
- Assist students with completing various employment and educational packets and applications.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Maintain records and prepare reports.
- Plan and organize work.
- Work independently with little direction.
- Operate standard office equipment including a computer and assigned software.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor Environment.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Bending at the waist kneeling or crouching.
- Walking.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range: 29

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

CENTRAL KITCHEN COORDINATOR

DEFINITION:

Under the direction of the Director-Food Service & Nutrition, plan, organize, coordinate and implement the daily operations and activities of the central kitchen facility; assure timely planning and efficient preparation and serving of nutritional meals and a la carte items; maintain the central kitchen facility in an orderly, safe and sanitary condition; inventory, order and estimate food and supplies quantities; coordinate, direct and assign personnel to all food service sites as requested by the Director; plan, coordinate and oversee catering events, functions and private contracts for the District; train and provide work directions to food service staff and student workers.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, organize, coordinate and implement the daily operations and activities of the central kitchen facility.
- Organize, coordinate and assist in the preparation of food in sufficient quantities for serving multiple sites and sending out to other sites.
- Plan daily, weekly and monthly menu food orders within well established guidelines; review recipes and menus and estimate needed ingredients and time required for the preparation of food.
- Ensure that central kitchen facility is maintained and operated in a safe and sanitary manner; monitors conditions and procedures at all times.
- Provide technical information and assistance to the Director regarding assigned food service operations and functions.
- Ensure that food items are properly prepared, cooked, stored and served in a safe, sanitary and timely manner and in accordance with State and Federal regulations.
- Assist staff in preparing, cooking, serving and packaging all foods and in washing and cleaning kitchen equipment, kitchen areas and utensil.
- Works closely with teachers to plan special menus and bag lunches for field trips; coordinate the preparation of food for all vended meals.
- Coordinate the preparation of food from other lead sites for the completion of breakfast entrees, supper and after school snacks; cater special events.
- Prepare reports on numbers of free and reduced-price lunches, a la carte sales, inventory receipts and inventory; prepare production sheets for all meals prepared in the central kitchen.
- Collect, count and itemize all cash received from multiple registers on site.
- Support site leads with menu production and other food preparation issues.
- Attend and conduct meetings related to food service operations and procedures; participates in available in-service; train and provide work direction to staff in food preparation, handling and serving including compliance to school food program requirements and in appropriate health and safety regulations.
- Communicate with District personnel, vendors and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Train and supervises student workers in central kitchen facility.
- Operate a computer and assigned software programs; operate and maintain a variety of commercial food services appliances and equipment such as slicers, large mixers, graters, grinder, pack-out machine, knives in a safe and sanitary manner; drive a vehicle to conduct work.

OTHER DUTIES:

- Perform related duties as assigned.

- Perform duties of the Director-Food Service & Nutrition in their absence as directed.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school supplemented by college coursework in nutrition, sanitation, food production management, psychology and two years experience in quantity food preparation, cooking and serving in quantity, preferably in a public school program complying with the national school breakfast/lunch program; food ordering and estimation, experience as a lead is preferred.

Licenses and other Requirements

- A valid Class C California Driver's License and evidence of appropriate insurance.
- Valid ServSafe certificate or equivalent.
- Employees must participate in available training and complete required continuing education/training hours to meet USDA professional standards.

Knowledge of:

- Planning, organization, coordination and implementation of quantity food service operations and production.
- Quantity food preparation including washing, cutting and assembling food items and ingredients.
- Operation of a computer and assigned software.
- Proper methods, procedures and equipment used in the ordering, preparation, storage, cooking, packaging and distribution of large quantities of food for an institutional setting.
- Proper food service sanitation and safety requirements.
- Basic menu planning and nutritional principals.
- Basic record keeping, inventory control and report writing.
- Kitchen utensils and equipment.
- Training and presentation techniques.
- Interpersonal skills using tact, patience and courtesy.
- Proper lifting techniques.
- Oral and written communication skills.
- Sanitation principles applicable to food serving and kitchen maintenance.

Ability to:

- Plan, organize, coordinate and implement the daily operations and activities of the central kitchen facility.
- Direct and coordinate the distribution of large quantities of food.
- Provide timely service of foods for students and staff at a central kitchen.
- Maintain food service facilities, equipment and utensils in a clean and sanitary condition.
- Methods and procedures for preparing and serving food in large quantities.
- Order and estimate food quantities of food items for preparation.
- Sanitation practices related to the handling and serving of food.
- Wash, cut, slice, grate, mix and assemble food items and ingredients.
- Operate a variety of office equipment including a computer and assigned software.
- Communicate effectively both orally and in writing.
- Meet schedules and timelines.
- Train and coordinate the work of others.
- Operate and maintain a variety of commercial food services appliances and equipment such as slicers, large mixers, graters, grinder, pack-out machine, knives in a safe and sanitary manner.
- Meet the physical requirements necessary to safety and effectively perform the required duties.

- Establish and maintain effective working and cooperative relationships with others.
- Manage multiple tasks simultaneously.
- Maintain regular attendance.
- Understand and follow oral and written directions.
- Operate a variety of kitchen equipment, a computer and assigned software.
- Complete work with interruptions.

WORKING CONDITIONS:

Work Environment:

- Indoor/Kitchen environment.
- Subject to heat from ovens and cold from freezers.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Standing for extended periods of time.
- Hearing and speaking to exchange information.
- Lifting, carrying, pushing or pulling moderately heavy objects as assigned by position.
- Dexterity of hands and fingers to operate food service equipment.
- Reaching overhead, above shoulders and horizontally.
- Bending at the waist, kneeling or crouching.
- Seeing to monitor food quality and quantity.

Hazards:

- Exposure to very hot or cold foods, beverages, equipment, and metal objects.
- Working around knives, slicers or other sharp objects.
- Exposure to cleaning chemicals and fumes.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 05/08/14

Approved by Governing Board: 05/21/14

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

DAY CUSTODIAN

DEFINITION:

Under the direction of the Site Principal, Custodial Supervisor or designee, perform routine custodial activities during a day shift at an assigned school site; maintain the general cleanliness of the school; maintain buildings and adjacent grounds areas in a clean, orderly and secure condition as assigned; set up, move and arrange tables, chairs and equipment in classrooms, offices and meeting rooms; monitor school grounds to assure site security.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform routine custodial activities at an assigned school site or facility; sweep, scrub, mop, strip, wax and polish floors; vacuum rugs and carpets in classrooms, offices, workshops and other work areas; spot clean and shampoo carpets.
- Clean classrooms, cafeterias, gymnasiums, auditoriums, lounges, offices, locker rooms, hallways and other facilities as assigned; dust and polish furniture and woodwork; empty waste receptacles; spot mop spills; remove gum, debris and graffiti as needed.
- Move and arrange furniture and equipment; prepare classrooms, gymnasiums and other facilities for special events or meetings as assigned; set up and assemble chairs, tables and other furniture and equipment; clean equipment and debris following events.
- Clean and disinfect drinking fountains and restroom facilities including sinks, toilets and urinals; fill dispensers with towels, soap, toilet paper and other items; wash mirrors, tile, walls and windows; unclog drains and toilets.
- Operate a variety of large and small power equipment such as power washers, vacuum cleaners, polishers, blowers; operate other custodial equipment as assigned; follow district safety procedures when operating, maintaining and repairing equipment; drive a vehicle to conduct work; operate a two-way radio.
- Replace light bulbs and tubes; clean tables, chairs and floors.
- Pick up paper and other debris from school grounds, fields, walkways and areas adjacent to school facilities; recycle materials as directed; sweep concrete surfaces adjacent to school building; blow and clean up leafs from walkways; maintain buildings and adjacent grounds areas in a clean, orderly and secure condition as assigned.
- Lock and unlock doors, gates and windows as appropriate; turn lights on and off as needed; maintain security of assigned areas according to established guidelines; set alarms as appropriate.
- Perform routine maintenance of lockers reset combination locks.
- Inspect buildings, doors, windows and storage areas for proper security and assure security systems are operational; report safety, sanitary and/or fire hazards to the appropriate authority.
- Submit work orders for needed repairs and supplies; requisition cleaning and custodial supplies
- Monitor and remove graffiti from school grounds; monitor and report graffiti, vandalism and unauthorized persons to direct supervisors; report safety, sanitary and fire hazards to appropriate personnel.
- Assist with receiving and delivering packages.
- Assist in minor maintenance repair work such as replacing cabinets, bookcases, painting and other projects as assigned; perform periodic visual inspections of systems.
- Participate in the thorough cleaning and restoration of campus facilities during vacation periods.
- Carry and respond to radio or other form communication during work hours.

OTHER DUTIES:

- Perform related duties as assigned.
- Assist with student supervision as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and one year of related custodial work experience.

Licenses and other Requirements

- A valid Class C California Driver's License with evidence of appropriate insurance.

Knowledge of:

- Proper methods, techniques, materials, tools and equipment used in modern custodial work.
- Modern cleaning methods including basic methods of cleaning floors, carpets, furniture, walls and fixtures.
- Proper methods of storing equipment, materials and supplies.
- Requirements of maintaining buildings in a safe, clean and orderly condition.
- Appropriate safety precautions and procedures.
- Proper lifting techniques.
- Safe use and operation of equipment and chemicals used in custodial work.
- Care and maintenance of custodial and building equipment and tools.

Ability to:

- Perform routine custodial activities at an assigned school site in addition to building/grounds maintenance and minor repair work.
- Maintain buildings and adjacent grounds areas in a clean, orderly and secure condition.
- Use cleaning materials and equipment in a safe and efficient manner.
- Operate a variety of custodial equipment.
- Maintain tools and equipment in clean working order.
- Meet the physical requirements necessary to safely and effectively perform required duties.
- Move and arrange furniture and equipment.
- Observe and report safety hazards and need for maintenance and repair.
- Understand and follow oral and written directions.
- Observe health and safety regulations.
- Meet schedules and timelines.
- Perform manual work associated with cleaning duties.
- Work independently.
- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor and outdoor work environment.
- Subject to noise, fumes, dust and odors.
- Fast paced work environment with changing needs.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a variety of custodial equipment.
- Walking or standing for extended periods of time.
- Seeing to perform custodial duties.
- Lifting, carrying, pushing or pulling heavy objects.
- Bending at the waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.
- Climbing ladders and working from heights.

Hazards:

- Exposure to cleaning agents and chemicals.
- Exposure to blood and bodily fluids.
- Working on ladders.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission:

Approved by Governing Board:

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

DELIVERY DRIVER-FOOD & NUTRITION SERVICES

DEFINITION:

Under the supervision of the Director-Food Nutrition & Services with direction from the Warehouse Worker-Food Services, drive a vehicle to various school sites along assigned routes to deliver food products, supplies and equipment; load and unload shipments of food items and supplies; assure proper and timely distribution of items and supplies.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Drive a vehicle to various school sites along assigned routes to deliver food products, supplies and equipment; return delivery containers.
- Load and unload shipments of food items and supplies; distribute food items and supplies to appropriate personnel; assist in the inspection of shipments to assure compliance with applicable food service policies, rules and regulations.
- Assure compliance with established timelines and delivery schedules; determine effective delivery routes and prioritize the order of food product deliveries at assigned sites.
- Prepare and maintain a variety of records and logs related to food service deliveries.
- Perform periodic vehicle safety inspections; clean, service and maintain delivery vehicles including washing, checking tires, gasoline, oil and water levels as appropriate.
- Pick up and deliver paperwork and collected monies according to established District procedures as required.
- Operate a variety of standard warehouse and delivery tools and equipment including food carts, hand trucks and dollies; operate a computer and assigned software; input data, send and receive emails.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Graduation from high school.

Licenses and other Requirements

- Valid Class C California Driver's License and evidence of appropriate insurance.
- Valid ServSafe certificate or equivalent.
- Employees must participate in available training and complete required continuing education/training hours to meet USDA professional standards.

Knowledge of:

- Proper loading and unloading of delivery vehicles.
- Food safety and proper food storage temperatures related to handling and transporting food.
- Traffic laws, defensive driving techniques and rules of the road.
- Operation of equipment used in the receipt, storage and shipping of supplies, materials and equipment.
- Safe driving practices and operation of delivery vehicles.

- Operation of a computer and assigned software.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Proper lifting techniques.
- Health and safety regulations.
- Basic mathematical calculations.

Ability to:

- Drive a vehicle to various locations to pick up and deliver food items, supplies and equipment.
- Load and unload shipments of food items, supplies and equipment.
- Meet schedules and time lines.
- Ensure proper temperature of food items.
- Maintain and prepare routine records and reports.
- Observe health and safety regulations related to perishable items.
- Operate a computer and assigned software.
- Maintain regular attendance.
- Understand and follow oral and written instructions.
- Observe legal and defensive driving practices.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Follow and assure compliance with safety requirements.
- Add, subtract, multiply and divide quickly and accurately.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor/Warehouse environment.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard and a variety of delivery and warehouse equipment.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Walking.
- Climbing ladders.
- Carrying, pushing, pulling and lifting objects up to 50 pounds.
- Reaching overhead, above the shoulders and horizontally.
- Bending at the waist, kneeling and crouching.
- Heavy physical labor.

Hazards:

- Driving a vehicle during adverse weather conditions.
- Exposure to cold temperatures including freezers, coolers and refrigerators.
- Traffic hazards.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

DIRECTOR- FINANCE

DEFINITION:

Under the direction of the Assistant Superintendent of Business Services, plan, organize, control and direct budget, fiscal and accounting related activities for the District; advise program managers on financial matters; coordinate and oversee the preparation of a wide variety of reports including revenue projections and calculations, program and District budgets, reports for apportionments, attendance and year-end closing statements; supervise and evaluate the performance of assigned technical, supervisory and management employees.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Manage, plan, organize, coordinate and direct the work of the District's budget, accounting, payroll and attendance accounting functions; monitor and analyze budgets on a daily basis; monitor and manage District accounts, resources and cash flow; process daily A/P and A/R approvals; review daily budget transfers; ensure balanced budgets; adhere to District timelines and complete fiscal transparency.
- Conduct review of charter school budgets; ensure review and approval of monthly payroll records; asses proposed and chartered school finance legislation to determine impact on office programs; provide financial data and analyze cost factors in labor contracts for employment negotiations; review and approve grant proposals and budgets within District guidelines.
- Develop District budgets; prepare financial statements; prepare and file state revenue and budget reports as required; prepare first, second and un-audit reports.
- Provide written reports to Board with financial status and information items; make presentations to the Board as needed; review program budgets for submission of state reports as necessary; train managers in budget and account control; estimate revenues and expenditures; review and assess impact of proposed budget revisions.
- Develop, administer and monitor program budgets, including Food Services and Transportation; identify and address budget and fiscal issues with program managers; document and confer with department heads on critical concerns; collaborate with program managers to develop program priorities, goals and objectives.
- Select, train, assign work, delegate responsibility and evaluate support staff; process and sign checks, warrant listings and payroll authorizations; set up and supervise internal audit procedures; participate in District-wide audit for all schools and student body accounts; drive a vehicle to conduct work.
- Operate a computer and assigned software; drive a vehicle to conduct work.
- Attend a variety of meetings, conferences and in-service trainings.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Master's degree in public accounting, finance, business or public administration or related field and five years job-related experience with demonstrated competence. Two years of additional work experience and a Bachelor's degree may be substituted for a Master's degree.

Knowledge of:

- Planning, organization and implementation of assigned budgets.
- Budget administration, preparation and control.
- Financial analysis and projection techniques.
- Generally accepted accounting and auditing principles, practices and procedures.
- Accounting, budget and business functions.
- Financial and statistical record-keeping techniques.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

Ability to:

- Plan, organize, control and direct budget and accounting related activities.
- Supervise the performance of assigned personnel.
- Prepare financial and budget reports required by the State, administration, federal agencies and the Board.
- Analyze financial data and prepare forecasts and recommendations.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Direct the maintenance of a variety of reports and files related to assigned activities.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 07/11/2000

Approved by Governing Board: 06/07/00

Salary Range: Class C (Management Schedule)

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

DIRECTOR-INFORMATION TECHNOLOGY

DEFINITION:

Under the direction of the Assistant Superintendent-Business Services, direct and oversee the daily operations of the Technology department; participate in the formulation of network policies; prioritize departmental tasks and assignments; coordinate and monitor requests for assistance with automation of school and District functions; assign work schedule and supervise Technology department staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Direct and supervise the day-to-day operations of the District's Technology department, including administration of policies and procedures, implementation of goals and objectives and the supervision of technical support staff; coordinate, monitor and maintain application systems; supervise, direct and evaluate technical support staff; collaborate with department staff on development of long and short-term goals; participate in the creation of network policies.
- Serve as a resource for administrators to identify and address diverse technology issues and incorporate emerging technology ideas and trends; assist staff and users with troubleshooting network problems; works with administrative staff on the development of long and short-term goals for the department; coordinate requests from other departments for assistance with the automation of school and District functions and networked systems.
- Prioritize departmental task, assignments and objectives; coordinate high priority calls for technical staff, when necessary; coordinate and manage outstanding requests from District staff; evaluate and recommend school and District software and hardware purchases.
- Assist District administrators with the use of computer equipment and peripherals; analyze the capacity, utilization, efficiency and cost effectiveness of hardware, software and production activities and take corrective action as needed; recommend changes in work methods to improve services; train staff and apply best security practices.
- Assist with District's website in design and knowledgebase edits; serve as liaison between District and external technology vendors.
- Prepare the department budget; oversee expenditure of department allocations; submit status reports to Chief Business Officer, as requested; oversee security of computer network, including access, data integrity and confidentiality of files; oversee, maintain and monitor the network servers and application services.
- Supervise technical staff in the configuration and installation of computers, computer peripherals and network components; assign staff schedules; supervise and monitor subordinate Technology department staff; coordinate staff development opportunities and training programs for technical staff.
- Operate a computer and assigned software; drive a vehicle to conduct work.
- Attend a variety of meetings, conferences, workshops and in-service training; remain current on development and trends in technology.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Bachelor's degree with a concentration in Computer and Information Science or related area; five years of experience in networking, security; experience with PC and Mac platforms and understanding of Linux and VMWare. Two years of supervisory experience, preferably in a public institution at a multiple unit facility are required

Licenses and other Requirements

- Valid Class C California Driver's License.
- Cisco Certification – CCNA or CCNP or Microsoft's MCSE, MSCA.
- Networking Management, CompTIA A+ and Apple certifications, preferred.

Knowledge of:

- Planning, organization and direction of the Technology Department.
- Education codes and laws: CIPA, FERPA, COPPA, PPRA.
- Principles and techniques of systems development and administration, program planning and computer programming and processing.
- Principles and elements of computer systems and procedures analysis and design.
- Organization, procedures and operating details of the department.
- Application of information management techniques in a school environment for office automation, network, accounting, statistical and record keeping operations.
- LAN and WAN topologies.
- Personal computers, Mac, and Linux platforms and various networking tools to decipher codes.
- Wireless, Web Security, Server Administration, Web Administration, Student Information System Administration.
- Budget preparation and control.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

Ability to:

- Plan, organize and administer the activities and operations of the Technology Department.
- Analyze informational requirements and needs, identify problems, examine alternatives, develop conclusions and recommendations, and design and implement procedures.
- Train and evaluate the performance of assigned staff.
- Troubleshoot network problems and connectivity issues.
- Apply principles of data processing to various problems.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Analyze, interpret and report research findings.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports and files related to assigned activities.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office Environment.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information and make presentations.
- Seeing to read a variety of materials.
- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting or standing for extended period of time.
- Lifting, carrying, pushing and pulling moderately heavy objects.
- Reaching overhead and above shoulders.
- Repetitive hand and body motions.

Hazards:

- Dissatisfied or abusive individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 7/12/2001

Approved by Governing Board: 7/11/2001

Salary Range: Classified Management – Schedule Class D

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

DIRECTOR-MAINTENANCE, OPERATIONS & TRANSPORTATION

DEFINITION:

Under the direction of the Assistant Superintendent-Business Services; plan, organize, control and direct the operations and activities of the District's Maintenance, Operations and Transportation (MOT) department; coordinate various construction planning and development activities; develop and prepare the annual preliminary budget for the MOT Department; train, supervise and evaluate the performance of assigned personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, organize, control and direct the operations and activities of the District's Maintenance, Operations and Transportation (MOT) department; establish standards for proper cleanliness, safety, preventive maintenance, building maintenance/repair, grounds, and transportation for students and staff; ensure compliance with District, County, State and Federal regulations, policies and requirements.
- Train, supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; inspect and verify proper utilization of time, materials and equipment in the performance of maintenance, grounds, custodial and transportation duties.
- Plan, organize, review and prioritize work orders and projects for maintenance, custodial, and grounds and transportation activities; meet with MOT staff and provide direction on assignments; inspect projects upon completion.
- Provide technical expertise, information and assistance to the Assistant Superintendent of Business and other Administrators and staff regarding assigned functions; assist in the formulation and development of policies, procedures and programs.
- Develop and prepare the annual preliminary budget for the MOT Department; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Participate in various construction planning and development activities; plan, schedule, and coordinate building repairs, construction projects, retrofitting, modernization and alterations of all district grounds, structures and related physical facilities.
- Review specifications and make changes as needed; monitor and visit sites to inspect ongoing construction projects.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records bid documents and files related to personnel and assigned activities.
- Requisition and receive supplies and materials as needed; review and approve purchase orders, payroll and extra work assignments.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; consult with and advise architects and contractors on plans and specifications.
- Meet with site administrators regarding site maintenance needs; recommend changes or alternations; provide cost estimates and time lines.
- Respond to District and staff needs related MOT activities and services; review requests for alterations, remodeling and other work to be done
- Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work as assigned.
- Attend and conduct a variety of meetings as assigned; plan, coordinate and conduct in-service trainings; serve on committees as assigned; serve as a District liaison to the Division of the State Architect (DSA), California Department of Education (CDE), local city services, police and fire departments.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Bachelor's degree in a related filed and five years of experience in a combination of maintenance, operations and transportation activities including two years in a supervisory capacity.

Licenses and other Requirements

- Valid Class C California Driver's License.

Knowledge of:

- Planning, organization and direction of MOT services and operation in an institutional setting.
- Budget preparation and control.
- Applicable laws, rules and regulations regarding maintenance, construction and related activities.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Interpersonal skills using tact, patience and courtesy.
- Methods, supplies and equipment used in building maintenance and custodial work.
- Applicable laws and regulations governing building construction, maintenance, custodial operations, transportation and grounds maintenance work.
- Building construction planning and development.
- Financial record keeping, inventory control and report writing
- Operation of a computer and assigned software.
- Environmental, health and safety issues and regulations related to employees, buildings and property.
- Maintenance methods, tools, and equipment used in building construction, maintenance, custodial operations, transportation and grounds maintenance work.
- CAL OSHA Title 8-General Safety Orders, Title 24-Special Building Regulations, Title 19 Public Safety regulations.
- Operation of a computer and assigned software.

Ability to:

- Plan, organize, control and direct the maintenance, operations and transportation services of the school district.
- Manage the grounds, custodial, skilled maintenance, transportation and other MOT functions.
- Participate in various construction planning and development activities.
- Train, supervise and evaluate the performance of assigned staff.
- Estimate materials and labor costs.
- Lay out, schedule, direct and control a diversified maintenance, operations and transportation program.
- Develop and enforce work standards.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain applicable laws, codes, rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports and files related to assigned activities.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor/Shop environment.
- Work evening or variable hours.
- Driving a vehicle to conduct work.
- Noise from equipment operation.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate assigned tools and equipment.
- Seeing to evaluate needed repairs, safety issues and monitor work projects.
- Lifting, carrying, pushing and pulling moderately heavy objects.
- Walking over rough or uneven surfaces.
- Standing and walking for extended periods of time to conduct inspections.

Hazards:

- Working around and with machinery having moving parts.
- Exposure to potential hazards of inspecting construction sites.
- Potential exposure to hazardous substances and materials.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: September 19, 2011

Approved by Governing Board: September 21, 2011

Salary Range: Classified Management Class E

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

DIRECTOR-FOOD & NUTRITION SERVICES

DEFINITION:

Under the direction of the Assistant Superintendent-Business Services, plan, organize, control and direct food service operations and activities including the National School Lunch and Breakfast Programs, preparation, cooking, baking, serving, distribution and selling of food items to meet student needs; coordinate personnel, communications, budget and record-keeping functions; establish and set goals and standards concerning quality of food and service; assure smooth and efficient Food Service & Nutrition department activities and compliance with nutrition and food safety mandates, nutritional integrity, State and Federal laws, regulations and guidelines; represent the food service reform work of the district in appropriate and pertinent venues in order to promote and advocate for student nutrition and wellness; supervise and evaluate the performance of assigned personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, organize, control and direct food service operations and activities including the preparation, cooking, baking, serving, distribution and selling of food items to meet student needs; establish and maintain Department time lines and priorities; assure food service functions comply with safety and sanitation regulations and established laws, rules, policies and procedures.
- Plan, organize and supervise the control of expenditures for food, time, labor and other operating costs at all food service sites.
- Coordinate personnel, communications and record-keeping functions to meet food service and nutrition program needs and assure smooth and efficient Department activities; oversee the development and implementation of food service functions, activities, projects, menus, services, goals and objectives; assure proper and timely resolution of food service issues, conflicts and discrepancies.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; provide or coordinate staff training.
- Monitor and evaluate food service activities and functions for financial effectiveness and operational efficiency; oversee the development and implementation of policies, procedures and programs to enhance the financial effectiveness and operational efficiency of the Department.
- Provide leadership to support the District's Wellness Program; collaborate with district staff to develop curriculum and provide relevant educational outreach regarding wellness and nutrition to the community.
- Direct and participate in the preparation and maintenance of a variety of narrative and statistical records, files and reports related to food service operations, menus, inventory, equipment, personnel, policies, budgets, financial activity and assigned duties; compute statistical information for various mandated reports; assure mandated reports are submitted to appropriate governmental agency according to established time lines.
- Develop and prepare the annual preliminary budget for the Food Service & Nutrition Department; analyze and review budgetary and financial data; compute statistical information for various mandated reports control; authorize expenditures in accordance with established limitations.
- Coordinate and direct food service inventory functions; estimate and order appropriate amounts of food service items, equipment and supplies; direct the receipt, storage and rotation of food items and supplies; organize and direct daily and periodic inventories; coordinate related purchasing activities with vendors and other outside agencies.

- Plan, organize and direct food service financial management systems such as cashiering and accounting functions; review and verify accuracy of receipts and transactions; prepare, receive and verify bank deposits; identify and resolve discrepancies.
- Coordinate and direct activities and personnel to assure food service facilities, equipment and utensils are maintained in a clean and sanitary condition; inspect and review food preparation and serving areas to assure appropriate health and safety standards are maintained.
- Develop and implement weekly menus according to established portion control and recipe guidelines and health and nutrition requirements; calculate and adjust recipes for new menu items as directed; oversee marketing of menus items; coordinate and direct catering functions for special school events as needed.
- Provide technical information and assistance to the administrator regarding food service activities, needs and issues; assist in the formulation and development of policies, procedures and programs.
- Communicate with District personnel, vendors and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Operate standard food service and office equipment; utilize a computer and assigned software; drive a vehicle to various sites to conduct work.
- Attend and conduct a variety of meetings as assigned; attend training and conferences; develop, implement and conduct departmental in-services as directed; represent the Food Service and Nutrition department and serve on committees as needed.

OTHER DUTIES:

- Perform related duties as assigned.
- Perform all duties of the Center Kitchen Coordinator in their absence.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Bachelor's degree or higher with emphasis in institutional food management, nutrition, dietetics or a closely related field and five years of increasingly responsible, experience in school or institutional based nutrition/food services setting including three years in a lead capacity.

Licenses and other Requirements

- Valid Class C California Driver's License and evidence of appropriate insurance.
- Manager ServSafe Certificate or equivalent.
- Valid First Aid and CPR Certificate may be required.
- Incumbents are required to adhere to the annual minimum required training hours for School Nutrition Directors per the USDA Guide to Professional Standards for School Nutritional Programs.

Knowledge of:

- Planning, organization and direction of food service operations and activities including the preparation, cooking, baking, serving, distribution and selling of food items.
- Methods of adjusting and extending recipes and proper substitutions.
- Sanitation and safety practices related to preparing, handling and serving food.
- Principles, theories and practices of child nutrition, food values, food combinations, economical substitutions and menu planning.
- Inventory practices and procedures including storage and rotation of perishable food.
- Quality and portion control techniques.
- Applicable local, State and federal laws, codes, ordinances, regulations, policies and procedures USDA surplus commodities, wellness polices and National School Lunch Programs.

- After school snack and dinner programs.
- Menu planning and nutritional requirements.
- Local and regional partnership availabilities.
- Technical aspects of field of specialty.
- Food service organization, operations, policies and objectives.
- Principles and practices of administration, supervision and training.
- Budget and grant preparation and control.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Mathematic calculations.

Ability to:

- Plan, organize, control and direct food service operations and activities.
- Coordinate personnel, communications and record-keeping functions to meet food service needs and assure smooth and efficient Department activities.
- Supervise, train and evaluate the performance of assigned personnel.
- Assure proper and timely resolution of food service issues, conflicts and discrepancies.
- Coordinate inventory functions and estimate and order appropriate amounts of food service items, equipment and supplies.
- Provide consultation concerning food service operations and activities.
- Understand and operate a variety of kitchen equipment.
- Develop and implement menus in compliance with portion guidelines and nutrition requirements.
- Organize, direct and assure accuracy of food service cashiering and accounting functions.
- Establish relationships with vendors, transport operations, local farms and farmer markets, state and federal grant opportunities.
- Develop and prepare the annual preliminary budget for the Food Service & Nutrition Department.
- Understand and interpret applicable laws, codes, policies and regulations.
- Maintain knowledge of food and product stability issues, nutrition guidelines and developments specific to children and youth, classes, workshops, and training available to and required for Food Service employees.
- Direct the maintenance of a variety of reports, records and files related to assigned activities.
- Research, monitor and recommend standards, procedures and methods.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office/Kitchen environment.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.

Hazards:

- Exposure to very hot or cold foods, beverages, equipment, and metal objects.
- Working around knives, slicers or other sharp objects.
- Exposure to cleaning chemicals and fumes.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 6/11/09

Approved by Governing Board: 5/13/09

Salary Range: Class F

Revised: 4/8/14

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

EDUCATION TECHNOLOGY SPECIALIST

DEFINITION:

Under the direction of the Director of Information Technology, support student, staff and teachers incorporate technology into classroom instruction and curricula; provide technical support; maintain networks at school sites; advise staff and students about usage of networks and proper and secure usage; maintain current knowledge on technology and network security issues.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinate the application of technology and classroom use of networks, hardware, software and peripheral equipment; ensure working order and security of equipment; create and maintain current inventory of equipment.
- Assist students, teachers and staff with computer hardware and software support requests; diagnose and troubleshoot user issues; assist staff in the use of computer equipment, software, peripherals, smartphones, tablets and other connect equipment; advise staff and administration on hardware and software purchases; install applications, software and configure settings to assist staff, students and teachers with computer and technology use.
- Perform wired and wireless network analysis; maintain and troubleshoot issues with computer and technical equipment; make and arrange for repairs or computer replacements; install various equipment and parts; ensure connectivity and cabling.
- Deploy and maintain physical and virtual servers, Window OSX and Linux; implement server based systems; ensure data backup and recovery; maintain and install peripherals including printers, televisions and audio-visual systems; assist in the administration of cloud-based educational applications; install and maintain systems in labs and in classrooms; remove outdated and damaged computers and technical equipment.
- Assist with website design, maintenance and editing; create and maintain updated inventories of equipment, location equipment installed and used, hardware, software and peripherals.
- Ensure and maintain current knowledge of educational trends, techniques and tools; provide recommendations on new technology, furniture, software, hardware and equipment purchases to incorporate into District's educational technology curricula.
- Attend a variety of meetings as assigned; conduct training sessions on adopted programs including small group trainings for teachers and staff.
- Drive a vehicle to conduct work.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years of college with major coursework in computer technology, or two years experience.

Licenses and other Requirements

- Valid California Class C Driver's License.

Knowledge of:

- Principles and practices Educational Technology & Media Services including the acquisition, circulation, development, implementation and use of educational technology and media.
- Curriculum interpretation, application and integration with educational media and technologies.
- Local, State and federal standards and requirements governing educational media and technology and the reporting of student data.
- Available to schools in the County, region and State.
- Computer systems and software applications utilized by the District.
- Principles, practices, strategies, procedures and techniques.
- Operations, policies and objectives.
- Policies and objectives of assigned programs and activities.
- Operation of a computer and assigned software.
- Applicable laws, codes, regulations, policies and procedures.
- Principles and practices of administration, supervision and training.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.

Ability to:

- Assist in the planning and organizing the operations and activities of the Information Technology department including the acquisition, circulation, development, implementation and use of educational technology and media.
- Assist in the direction of the circulation, distribution of multimedia, audio-visual equipment, videos and other educational technological media to ensure proper integration with instructional activities and curriculum.
- Conduct staff development activities concerning the use of educational media and technology.
- Research, analyze and recommend the purchase of new technologies and media.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports, records and files related to assigned activities.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office/Learning Lab or Classroom environment.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Reaching overhead, above the shoulders and horizontally.

- Bending at the waist, kneeling or crouching.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range: 37

Revised: 9/17/1998

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

EXECUTIVE ASSISTANT II - SUPERINTENDENT

DEFINITION:

Under the direction of the Superintendent, perform various complex clerical and administrative duties; prepare correspondences and maintain a variety of manual and automated records and reports related to assigned activities; coordinate communication and information; interpret policies and regulations to officials, staff and the public; coordinate various administrative meetings; maintain Superintendent's calendar.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform complex clerical and administrative duties to provide support the office of the Superintendent; coordinate communication and information; schedule administrative meetings; obtain, interpret and provide information to others concerning office functions, policies and procedures; work with other administrative units to ensure compliance with time lines.
- Create board agendas and books; post agenda electronically; distribute agenda to large distribution groups, other school districts and the county office of education; create hard copy of agenda as needed.
- Record Board meetings; prepare, post and publish minutes of board meetings; set-up locations of Board Meetings including transporting materials, supplies and presentation equipment and packets; arrange for food and beverages; ensure clean order of facility upon meeting conclusion.
- Maintain District website, social media, press releases and other media promotions; notify District staff of updated information on website; develop various marketing programs and campaigns for District events.
- Receive and assist visitors; take calls and relay information to staff; direct individuals to appropriate departments; process public record requests as requested; issue work permits and process transcript requests as needed.
- Manage and maintain a variety of records and reports including board appeals; obtain sensitive information from parents and students; prepare and submit appeals for review with Board of Education; maintain and monitor legal bills.
- Maintain Superintendent's and administrative staff calendars; schedule meetings as directed; coordinate calendars for meetings with various cabinet and leadership groups; schedule meetings and open house for Trustees.
- Communicate with personnel and various outside agencies to exchange information and resolve issues or concerns; send information and invitations to parents and families regarding special events and ceremonies.
- Prepare requisitions, purchase and work orders for various assigned programs according to established procedures; develop and manage extra work agreements; monitor petty cash; research and source various vendors for catering and food supplies for meetings; arrange for translation services.
- Assist Superintendent in preparing presentation; compile and organize surveys, data, charts and other materials.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software; drive a vehicle to conduct work for county and community site visits as assigned by the position.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Associate's degree in a related field and five years of professional administrative and secretarial experience involving frequent public contact.

Licenses and other Requirements

- Valid Class C California Driver's License.

Knowledge of:

- Modern office practices, procedures and equipment.
- Data analysis and creating spreadsheets.
- Presentation programs and related software and applications.
- Policies and objectives of assigned programs and activities.
- General terminology, practices and procedures of assigned office.
- Record-keeping and filing techniques.
- Business letter and report writing, editing and proofreading.
- Telephone techniques and etiquette.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Principles and practices of data processing.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Mathematic calculations.

Ability to:

- Perform a variety of clerical and secretarial duties to relieve the Superintendent of administrative and clerical detail.
- Compose correspondence and written materials independently or from oral instructions.
- Perform a variety of clerical accounting duties in support of assigned department or program.
- Answer telephones and greet the public courteously.
- Complete work with many interruptions.
- Compile and verify data and prepare reports.
- Type at an acceptable word per minute.
- Maintain a variety of records and files.
- Utilize a computer to input data, maintain automated records and generate computerized reports.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Meet schedules and time lines.
- Work independently with little direction.
- Communicate effectively both orally and in writing.

WORKING CONDITIONS:

Work Environment:

- Indoor, office environment.
- Fast paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting and walking for extended periods of time.
- Lifting, carrying, pushing and pulling heavy objects.
- Bending at the waist, kneeling or crouching to retrieve materials.
- Hearing and speaking to exchange information in person or on the telephone.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.

Hazards:

- Dissatisfied, hostile or abusive individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission:

Approved by Governing Board:

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

GRANT COORDINATOR

DEFINITION:

Under the direction of the assigned administrator, plan and coordinate administrative detail to assist in implementation of programs, projects or grants; prepare reports and records of student qualifications and fund matches from District and community; prepare budget plans and program and grant expenditure reports; collect and compile program and grant activity data; collect and process information specific to administrative, educational activities and operational functions as assigned. Perform a variety of clerical and supportive tasks.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform varied administrative and clerical tasks in support of District programs, projects and grants; research and prepare information to facilitate implementation of program and grant board policies; compile student data, expenditure reports and statistical information to assist in administrative decisions; establish and maintain varied and complex filing and data collection systems.
- Manage and monitor special projects, assignments and activities as assigned; compile and prepare statistical information, performance data and required monitoring materials for submission to Department of Education, District Office and various advisory and community business committees; develop and maintain files, records, reports and materials on program, project or grant implementation, progress and completion; establish and maintain varied and complex filing and data collection systems.
- Assist in developing and preparing grant applications and proposals for public and private funding resources; maintain organizational procedures and policies to assure proper review and approval of grant applications by the administration and various departments.
- Serve as technical resource to administrators, faculty and personnel; respond to inquiries and provide information concerning the preparation of grant applications.
- Arrange a variety of meetings for program and grant committee; participate in the preparation of the committee agenda, collecting and compiling supplementary data and materials for committee review; prepare meeting agendas, minutes and summaries of actions; serve as a liaison between the District personnel, parents, grant committee members and public agencies.
- Serve as information source regarding the District's policies, procedures and objectives; receive and screen callers; respond to inquiries and requests for information utilizing judgment, knowledge and adherence to District guidelines.
- Attend grant related conferences as assigned; coordinate and prioritize work flow within operational unit; participate in available training in order to meet new technology standards.
- Operate a variety of office equipment, a computer and assigned software.
- Attend a variety of meetings, workshops and in-service trainings as directed.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years of responsible clerical experience, preferably in the field of education with some experience writing successful grant proposals and applications.

Knowledge of:

- Principles and practices of grant writing and development.
- Higher education principles and practices.
- District, local, Federal and State grant regulations.
- Grant application and proposal preparation.
- Technical writing.
- Federal and private funding sources.
- Research methods and record-keeping techniques.
- Oral and written communication skills.
- Principles and practices of training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

Ability to:

- Provide support and leadership in grant writing.
- Develop and prepare grant applications and proposals for public and private funding resources.
- Prepare and disseminate materials concerning available grants, awards and related programs.
- Serve as technical resource to administrators, faculty and personnel.
- Facilitate project planning and development of proposals.
- Research and identify appropriate grant funding opportunities.
- Write, edit and revise content of grant proposals.
- Coordinate the compilation of grant proposals.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Maintain records and files.
- Prepare comprehensive narrative and statistical reports.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/071999

Approved by Governing Board: 09/08/1999

Salary Range: 37

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

GROUNDS / IRRIGATION SPECIALIST

DEFINITION:

Under the direction of the Director-Maintenance, Operations & Transportation and Supervisor-Custodial, Grounds & Maintenance, perform a variety of skilled and specialized work in the installation, maintenance, planning and repair of the District grounds, related parts, components, equipment and related structures involving irrigation, water and distributing systems; maintain a safe environment for students, staff and the public related to irrigation systems and grounds maintenance activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform skilled work in the installation, repair and maintenance of designated irrigation systems parts, components, equipment and related grounds assignments; coordinate the order flow of assigned irrigation tasks; maintain a safe environment for students, staff and the public related to irrigation systems and grounds maintenance activities.
- Plan, lay out, assemble, install, maintain and repair sprinkler and irrigation systems; clean, adjust and repair sprinkler heads; test water systems for high and low pressure; test sprinkler and irrigation systems for leaks.
- Determine watering schedules; check lawns to assure proper amounts of water; set time clocks according to seasons, soil conditions, water distribution rates and established watering schedules.
- Maintain, troubleshoot, repair, renovate and remodel new and existing irrigation systems, including valves, sprinklers, controllers, pumps, valve boxes and related components and equipment; resolve electrical and hydraulic problems in irrigations systems; replace system parts and equipment as necessary.
- Measure, cut, thread and install pipes, tubing and a variety of sprinkler and irrigation systems fixtures; wrap and insulate pipes as needed; excavate and determine appropriate depth of trenches; repair broken main lines; connect new systems to existing water supplies.
- Operate and maintain a variety of heavy equipment including power-driven equipment such as saws, bobcats, backhoes, tractors and trenchers and box scrapers; operate testers, wire tracers, valve locators, gauges, wrenches and small hand and power tools; follow district safety procedures when operating, maintaining, repairing and installing equipment; drive a vehicle to conduct work.
- Maintain grounds maintenance and irrigation equipment in safe operating condition; perform minor maintenance on equipment such as changing blades, greasing and changing oil; fabricate equipment for chainsaws and mowers; perform a variety of preventative maintenance functions.
- Review blueprints to assure compatibility and standardization of sprinkler parts, valves, water pressure guidelines and pipes; design jobs; estimate time and material requirements.
- Communicate with other departments, administrators and outside agencies to exchange information, coordinate activities and resolve issues or concerns.
- Research prices for parts, materials and equipment; estimates the cost, time, labor, parts, supplies and equipment needed for assigned projects; select vendors; requisition needed parts and materials; recommend purchase of new equipment.
- Maintain routine logs, records and reports related to irrigation system water audits and assigned activities.
- Prepare and monitor written irrigation watering schedules; work with local water agencies on irrigation requirements and restrictions.
- Perform skilled grounds maintenance and gardening functions in the beautification of grounds and landscaped areas at assigned site locations; plant, cultivate, prune, spray, and irrigate flowers, trees, grass and shrubs; hoe and pull weeds and rake leaves; edge walkways; sweep litter from walks and driveways.

- Aerate seed, fertilize and maintain artificial turf fields.
- Assist maintenance crews on repair and upkeep of grounds, buildings, facilities, athletic fields and/or equipment as necessary; perform maintenance repair task such as basic carpentry, pouring, forming and finishing concrete for grounds related projects; perform special projects as assigned.
- Follow all district safety procedures when operating, repairing, replacing and/or installing equipment.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years' experience working in the installation, repair and maintenance of sprinkler and irrigation systems.

Licenses and other Requirements

- Valid Class C California Driver's License.

Knowledge of:

- Procedures, methods, techniques, materials, supplies, tools and equipment used in the installation, repair and maintenance of timers, sprinklers and irrigation systems.
- Building codes and other restrictions pertaining to sprinkler irrigation systems.
- Proper operation and maintenance of a variety of hand and power tools and heavy equipment related to the irrigation field.
- Approved methods of planting, propagating, pruning and caring for hedges, ornamental trees, shrubs, lawns and flowers.
- Principles, practices and maintenance of electronic controllers used in irrigation systems.
- Health and safety regulations.
- Proper lifting techniques.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.
- Plant diseases and pests and approved methods of controlling them.
- Plants adapted to the climate of the area.
- Various types of soil and precipitation rates.
- Safe working methods and procedures.
- Basic record keeping.
- Procedures required to prepare athletic fields for a variety of events.
- Arithmetic calculations.

Ability to:

- Perform skilled work in the installation, repair and maintenance of designated irrigation systems and related parts, components and equipment.
- Interpret and work from blueprints, plans, schematic drawings and sketches.
- Inspect existing irrigation systems to assure proper operation.
- Operate a variety of hand and power tools and equipment.
- Use specialized equipment such as trenchers, back hoes, tractors, graders and other heavy equipment.
- Meet schedules and time lines.
- Electrical wire irrigation controllers.

- Plan, layout and install new irrigation systems.
- Observe health and safety regulations.
- Work independently with little direction.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain routine records related to work performed.
- Read and understand sketches, blueprints and diagrams.
- Requisition parts and supplies according to established guidelines.
- Estimate materials and supply needs.
- Communicate effectively in both written and oral form, to provide effective solutions and make appropriate decisions.
- Perform arithmetic calculations.

WORKING CONDITIONS:

Work Environment:

- Outdoor work environment.
- Seasonal heat and cold or adverse weather conditions.
- Exposure to fumes, dust and odors.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate hand and power tools and equipment.
- Sitting or standing for extended periods of time.
- Walking over rough or uneven surfaces.
- Seeing to read a variety of materials and perform irrigation repair duties.
- Lifting, carrying, pushing or pulling heavy objects as assigned by position.
- Bending at the waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.
- Heavy physical labor.
- Digging.

Hazards:

- Working around and with machinery having moving parts.
- Exposure to chemicals and fumes.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised: 03/29/16

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

HEAD CUSTODIAN

DEFINITION:

Under the direction of the Site Principal and Custodial Supervisor, lead, plan, organize, monitor and schedule custodial services and perform custodial activities during a night shift at an assigned school site; maintain the general cleanliness of the school; maintain buildings and adjacent grounds areas in a clean, orderly and secure condition as assigned; set up, move and arrange tables, chairs and equipment in classrooms, offices and meeting rooms; monitor school grounds to assure site security; train and provide work direction to assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Lead, plan, organize and schedule custodial services at the school site; monitor the work of others in performing a variety of custodial tasks including minor preventive maintenance; train, direct and coordinate the work of custodial crews.
- Provide input in the selection and evaluation of regular staff; maintain time records for assigned personnel.
- Perform routine custodial activities at an assigned school site or facility; sweep, scrub, mop, strip, wax and polish floors; vacuum rugs and carpets in classrooms, offices, workshops and other work areas; spot clean and shampoo carpets.
- Clean classrooms, cafeterias, gymnasiums, auditoriums, lounges, offices, locker rooms, hallways and other facilities as assigned; dust and polish furniture and woodwork; empty waste receptacles; spot mop spills; remove gum, debris and graffiti.
- Move and arrange furniture and equipment; prepare classrooms, gymnasiums and other facilities for special events or meetings as assigned; set up and assemble chairs, tables and other furniture and equipment; clean equipment and debris following events.
- Clean and disinfect drinking fountains and restroom facilities including sinks, toilets and urinals; fill dispensers with towels, soap, toilet paper and other items; wash mirrors, tile, walls and windows; unclog drains and toilets.
- Operate a variety of large and small power equipment such as power washers, vacuum cleaners, polishers, blowers; operate other custodial equipment as assigned; follow district safety procedures when operating, maintaining and repairing equipment; may be required to drive a vehicle to conduct work.
- Replace light bulbs and tubes; clean tables, chairs and floors.
- Pick up paper and other debris from school grounds, fields, walkways and areas adjacent to school facilities; recycle materials as directed; sweep concrete surfaces adjacent to school building; maintain buildings and adjacent grounds areas in a clean, orderly and secure condition as assigned.
- Lock and unlock doors, gates and windows as appropriate; turn lights on and off as needed; maintain security of assigned areas according to established guidelines; set alarms as appropriate.
- Inspect buildings, doors, windows and storage areas for proper security and assure security systems are operational; report safety, sanitary and/or fire hazards to the appropriate authority.
- Submit work orders for needed repairs and supplies; monitor inventory levels of custodial supplies; distribute custodial supplies and materials as directed.
- Monitor school grounds; report safety, sanitary and fire hazards to appropriate personnel.
- Assist in minor maintenance repair work such as painting and other projects as assigned; perform periodic visual inspections of systems.
- Lead and participate in the thorough cleaning and restoration of campus facilities during vacation periods.

- Maintain various records related to inventory and assigned custodial activities.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and three years of custodial work experience.

Licenses and other Requirements

- A valid Class C California Driver's License.

Knowledge of:

- Principles of training and providing work direction.
- Proper methods, techniques, materials, tools and equipment used in modern custodial work.
- Modern cleaning methods including basic methods of cleaning floors, carpets, furniture, walls and fixtures.
- Proper methods of storing equipment, materials and supplies.
- Requirements of maintaining buildings in a safe, clean and orderly condition.
- Appropriate safety precautions and procedures.
- Proper lifting techniques.
- Safe use and operation of equipment and chemicals used in custodial work.
- Care and maintenance of custodial and building equipment and tools.

Ability to:

- Lead, oversee and participate in a variety of cleaning and custodial maintenance activities.
- Perform routine custodial activities at an assigned school site in addition to building/grounds maintenance and minor repair work.
- Estimate quantity and types of supplies needed.
- Maintain buildings and adjacent grounds areas in a clean, orderly and secure condition.
- Use cleaning materials and equipment in a safe and efficient manner.
- Meet the physical requirements necessary to safely and effectively perform required duties.
- Operate a variety of custodial equipment.
- Maintain tools and equipment in clean working order.
- Move and arrange furniture and equipment.
- Observe and report safety hazards and need for maintenance and repair.
- Understand and follow oral and written directions.
- Observe health and safety regulations.
- Meet schedules and time lines.
- Maintain records related to work performed.
- Perform manual work associated with cleaning duties.
- Maintain regular attendance.
- Work independently.

WORKING CONDITIONS:

Work Environment:

- Indoor and outdoor work environment.
- Subject to noise, fumes, dust and odors.
- Work evening or variable hours.
- May be required to drive a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a variety of custodial equipment.
- Walking or standing for extended periods of time.
- Seeing to perform custodial duties.
- Lifting, carrying, pushing or pulling moderately heavy objects.
- Bending at the waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.
- Climbing ladders and working from heights to replace light bulbs.

Hazards:

- Exposure to cleaning agents and chemicals.
- Working on ladders.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

HEALTH OFFICE ASSISTANT

DEFINITION:

Under the direction of the Site Administrator, provide basic first aid and screen ill or injured students in accordance with District policies, rules and regulations related to health care of students; prepare and maintain student health records; perform a variety of clerical duties in support of student health services.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide basic first aid to students and staff as appropriate; perform CPR; screen student complaints relating to medical conditions; take and record temperatures; ensure the health and safety of students by following health and safety practices and District procedures.
- Dispense medications according to physician instructions and prescribed procedures; maintain records of dosage including amount, time, medication, authorizations and related information; ensure proper storage of medications.
- Prepare, update, and maintain records, logs, lists, student health referrals, accident or injury reports, and other health related documentation as directed; check and maintain blood sugar records for diabetic students and record student seizure activity; maintain confidentiality of student health information.
- Perform a variety of clerical duties in support of student health services; input data and other information into an assigned computer system; compose correspondence or notices.
- Assist a District Nurse in coordinating screening tests for students and recording test results.
- Track student immunization records; contact parents regarding immunization deficiencies.
- Assist students with specific health care needs under the supervision of a District Nurse.
- Initiate and receive telephone calls; send and receive emails; notify District Nurses, teachers, and parents of student illness, allergies, medical conditions or injury as necessary; contact parents to request medication, documents and student information.
- Ensure cleanliness, safety and order of the health office; assist in ordering, receiving and maintaining inventory of first aid supplies as necessary.
- Operate standard health instruments; operate a variety of standard office equipment including a computer and assigned software including Student Information Systems.
- Communicate with District Nurse, parents, personnel, and various outside agencies to exchange information and resolve issues or concerns.

OTHER DUTIES:

- Perform related duties as assigned.
- May assist the office staff with routine office duties and attendance procedures

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and one year of clerical or health office experience. Some experience working with school age children in an organization setting or learning environment is preferred.

Licenses and other Requirements

- Valid First Aid and CPR Certificate.

Knowledge of:

- Basic health office practices, terminology, procedures and equipment.
- Health and safety regulations.
- Emergency first aid and CPR procedures.
- Modern office practices, procedures and equipment.
- Record-keeping techniques.
- Operation of a variety of standard office equipment including a computer and assigned software.
- Interpersonal skills using tact, patience and courtesy.
- Applicable laws and school district regulations related to health care of students.

Ability to:

- Perform a variety of clerical duties in support of student health services.
- Provide first aid and CPR as necessary.
- Assist District Nurses with screening tests and other student health related activities.
- Prepare and maintain student immunization and health records and files.
- Learn, interpret, apply and explain District health policies and procedures.
- Effectively handle emergencies and stressful situations.
- Compile and verify data and prepare routine reports.
- Understand and follow oral and written instructions.
- Meet schedules and time lines.
- Maintain confidentiality of student information.
- Observe health and safety regulations.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned software.
- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor/Health office environment.
- Fast-paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate medical equipment.
- Hearing and speaking to exchange information.
- Lifting and moving students as assigned by the position.
- Bending at the waist, kneeling or crouching to assist students.
- Reaching overhead, above the shoulders and horizontally to retrieve supplies.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials and screen student health conditions.

Hazards:

- Exposure to blood-borne pathogens and bodily fluids.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

HUMAN RESOURCES SPECIALIST-PERSONNEL COMMISSION

DEFINITION:

Under the direction of the Personnel Commission Director, perform a wide variety of highly specialized clerical tasks in the recruitment, selection and in-processing of classified personnel; support the Personnel Commission in financial, procedural and administrative tasks as it relates to the Merit System; respond to staff questions and concerns.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinate and administer a wide variety of human resource functions in support of classified personnel, including recruitment, selection and processing of new employees; support the Personnel Commission in financial, procedural and clerical work; ensure compliance of Personnel Commission Rules and Regulations, Education and Labor Code and Merit System.
- Coordinate testing and interview appointments; screen, receive and make telephone calls; send and receive emails; document staffing decisions utilizing online and computerized databases.
- Serve as a technical resource to employees regarding personnel functions, activities and requirements; respond to inquiries, resolve issues and conflicts and provide technical and detailed information concerning related laws, codes, rules, regulations, practices, policies and procedures; research a variety of personnel information and requirements as needed.
- Coordinate and schedule employee test dates and locations; create tests and test questions in collaboration with hiring managers; set up online testing; inform candidates via online job sites of test date, time and location; set-up laptops for online tests; create sign-in sheets for testing; gather needed documents including job descriptions and merit system forms; record and enter data of position, test information, confirmation of merit rules and test site, location and time; review online test results; update tracking database with scores; invite top scoring candidates for interview.
- Communicate with candidates for hiring and technical interviews; communicate with candidates not being interviewed; provide candidates with interview times; set-up interview sessions with hiring panel; print each application, resume, cover letter and additional documents; compile cover sheet, confidentiality agreement, interview questions with scoring form; set-up interview recording devices, as necessary; ensure interview scores are recorded post-interview.
- Perform New Employee Orientations; provide candidates with fingerprint forms; review each signed document from the applicant; create names badges; schedule same day mandated reporting review; review Department of Justice (DOJ) log daily for clearance.
- Prepare and maintain files and information related to District personnel; update a wide variety of documents, including Department of Justice clearance logs, seniority logs, evaluation and safety training logs; work with human resources and payroll to ensure accurate and timely information regarding new employees and status changes, including transfers, terminations and FTE changes.
- Develop and prepare reports on classified personnel as it relates to evaluations, seniority; manage databases and tracking systems.
- Input a variety of employee information into an assigned computer system; maintain automated employee files and records; generate a variety of computerized lists and reports as requested; assure accuracy of input and output data.
- Create and submit a variety of documents including meeting minutes, orders, reports, personnel records, email responses and salary information; review database data and obtain approval for data requests; drive a vehicle to conduct work.
- Communicate with personnel and a variety of outside agencies to exchange information and resolve issues or concerns.

- Operate a variety of office equipment including a computer and assigned software; drive a vehicle to conduct work.
- Attend meetings, conferences and in-service training as required.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and four-years of increasingly responsible clerical or office-related experience. A two-year college degree may be substituted for two years of clerical or office-related experience.

Licenses and other Requirements

- Valid California Class C Driver's License.

Knowledge of:

- Human resources office functions, practices and procedures.
- Practices and procedures related to classified and certificated personnel.
- Principles, techniques, procedures and terminology involved in the recruitment, screening, selection, classification and processing of new personnel.
- Human Resource office functions, practices and procedures.
- District office operations, policies and objectives.
- Applicable laws, codes, rules and regulations.
- Interpersonal skills using tact, patience and courtesy.
- Telephone techniques and etiquette.
- Modern office practices, procedures and equipment.
- Operation of a computer and assigned software.
- Oral and written communication skills.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Basic math.
- Business letter writing techniques.
- Record-keeping techniques.

Ability to:

- Perform a variety of specialized operational and technical functions in support of the District's Office's classified human resources activities.
- Perform a variety of specialized duties in the recruitment, screening, selection, classification and processing of new personnel.
- Serve as a technical resource to employees regarding personnel functions, activities and requirements.
- Compile and prepare comprehensive reports concerning a broad spectrum of subject matter.
- Interpret, apply and explain applicable laws, codes, rules, regulations, policies and procedures.
- Process fingerprints according to established procedures.
- Screen and process employment applications and other personnel-related documents.
- Assist employees and applicants with processing enrollments and forms.
- Work confidentially with discretion.
- Understand and resolve issues, complaints or problems.
- Compose effective correspondence independently.

- Establish and maintain employee records, reports and files.
- Resolve personnel-related issues and concerns with discretion and confidentiality.
- Answer telephones and greet visitors courteously.
- Determine appropriate action within clearly defined guidelines.
- Add, subtract, multiply and divide quickly and accurately.
- Complete work with many interruptions.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Type or input data at an acceptable rate of speed.
- Meet schedules and timelines.

WORKING CONDITIONS:

Work Environment:

- Indoor, office environment.
- Fast paced work environment with changing needs.
- Drive a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting for extended periods of time.
- Bending at the waist, kneeling or crouching to file materials.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 02/02/2000

Approved by Governing Board: 03/14/2001

Salary Range: 36

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

HUMAN RESOURCES TECHNICIAN

DEFINITION:

Under the direction of the Human Resources Manager, provide technical clerical support for a variety of human resource functions involving the recruitment, selection, testing and certifying of classified employees; post and advertise available positions in the newspapers and other jobs available publications; assist in scheduling candidates for employment for oral and written tests; maintain and update various information sources and databases; generate a variety of reports, records and logs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide technical and highly responsible clerical support to recruit, select, test and certify the District's process personnel actions including promotions, demotions, transfers, releases, retirements, resignations, and layoffs; process change of status designations for new hires.
- Prepare Board enclosures with employment actions and eligibility lists; oversee District pre-retiree programs; enter information in computerized system and notify payroll and benefits.
- Oversee District online safety training program; update safety information system; provide oversight of District safety purchasing programs; screen ergonomic evaluations requests; coordinate ergonomic evaluations with safety consultants; purchase safety items; maintain District safety budget.
- Provide assistance in the placement of certificated substitutes throughout District; produce monthly certificated substitute reports and reconcile absences.
- Onboard volunteers; obtain clearance for volunteer start date; in-process student workers; enter information into computerized system; notify payroll of start dates.
- Enter new employees into computerized systems; enter action due dates; create record for new employee vacation, leaves, and pay schedules; process temporary and supplemental payroll; prepare new certificated sub, classified, temporary and new hire packages.
- Process employment documents for New Enrichment Program providers; schedule new employee orientations; provide Live Scan Fingerprint form and District's policy and procedures.
- Process unemployment claims for classified, certificated, substitutes and athletic coaches; oversee District employee TB updates and enter TB information into computerized system.
- Process Leaves of Absence for classified employees in compliance with negotiated bargaining agreements and federal and state leave laws; request doctor notes and related documents to process leaves; inform payroll department of employee leave dates; enter absences into computerized system.
- Create new employee files; update employee files with new addresses, name changes, or other information.
- Maintain employee spreadsheet for classified staff; enter employee name, position, salary placement, longevity and vacation.
- Transmit Reasonable Assurance Notifications to classified, nine-month employees.
- Operate a variety of office equipment including a computer and assigned software.
- Attend meetings, conference and in-service trainings.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years of experience in general office work, Bachelors degree can be substituted for experience.

Knowledge of:

- Human resources office functions, practices and procedures.
- Practices and procedures related to classified personnel.
- Applicable laws, codes, regulations, policies and procedures.
- Operations, policies and objectives relating to human resources activities.
- Record-keeping and report preparation techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Telephone techniques and etiquette.
- Modern office procedures and record-keeping techniques.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Technical aspects of field of specialty.
- Data entry and retrieval techniques.
- Arithmetic calculations.

Ability to:

- Perform a variety of technical duties in support of classified human resources operations and activities.
- Participate in the recruitment, screening and processing of classified personnel.
- Provide information and assistance to employees, job applicants and the public regarding personnel functions, policies and procedures.
- Prepare and maintain a variety of manual and automated personnel files, records and reports.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Distribute, screen and process employment applications and other personnel-related documents.
- Maintain confidentiality of sensitive and privileged information.
- Compose correspondence and written materials independently.
- Type or input data at an acceptable rate of speed.
- Understand and follow oral and written instructions.
- Operate a variety of office equipment including a computer and assigned software.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Meet schedules and time lines.
- Complete work with many interruptions.
- Determine appropriate action within clearly defined guidelines.
- Perform arithmetic calculations quickly and accurately.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.

- Fast paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.
- Lifting, carrying, pushing and pulling light objects.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 05/02/2006

Approved by Governing Board: 04/26/2006

Salary Range: 32

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

INSTRUCTIONAL SPECIALIST-BAND

DEFINITION:

Under the direction of the of the site/program administrator and with direction from the classroom teacher, provide instructional support to students in classes and performances during the school day as well as in the evening and on weekends on and off campus; reinforce lessons and instruction provided by the teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide instruction for performance groups in class, rehearsals, performances and special events; drive a vehicle to off-campus performances and events.
- Assist in the instruction and reinforcement of musical concepts, appreciation, theory and instrumentation to individuals and groups of students; conduct and monitor exercises, rehearsals and performances.
- Practice with individual students as needed; reinforce learning and enhance student performance of assigned selections.
- Assist teacher in providing instruction to individual or groups of students; reinforce lessons and instruction provided by the teacher; assist students with understanding notes, rhythms and sheet music; assist with developing, implementing and conducting special band events and performances; conduct sectional rehearsals.
- Participate in the coordination of student music activities and lessons; participate in student activities related to music education and rehearsals.
- Assist student with preparing for solos and ensembles.
- Assist students by answering questions, providing proper examples, friendly attitude and general guidance; operate assigned instrument and related electronic equipment.
- Operate standard office equipment such as a computer and copier as assigned; drive a vehicle to conduct work.
- Assist with necessary classroom preparation for a positive classroom environment.
- Report progress regarding student performance and behavior; other related tasks as required.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years band or related musical performance experience.
- Requirements specified under Every Student Succeeds Act (ESSA). Special qualifications supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education or,
    - Obtained an associate's or higher degree (college level) or,
    - Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Licenses and other Requirements

- Valid Class C California Driver's License with evidence of appropriate insurance.

Knowledge of:

- Principles, methods and techniques related to band performance and equipment, theory and terminology.
- Basic music education practices and procedures.
- Various instruments used in a band or string ensemble.
- Operation of assigned musical instrument and related electronic equipment.
- Child guidance principles and practices.
- Safe practices in classroom activities.
- Basic instructional methods and techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Classroom procedures and appropriate student conduct.
- Diverse academic, socioeconomic, cultural and ethnic backgrounds of assigned children.
- Operation of standard office and classroom equipment including a computer and assigned software.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.

Ability to:

- Ability to perform pieces for groups in class, rehearsals and performance in a variety of forms; read music.
- Sight read music rapidly and accurately.
- Identify conductor signals appropriately.
- Operate assigned instrument and related electronic equipment.
- Assist in the instruction and reinforcement of musical concepts and instrumentation to individuals and groups of students.
- Perform a variety of clerical duties in support of classroom activities.
- Assist in the preparation of instructional materials and implementation of lesson plans.
- Perform clerical work and operate standard office equipment, computers and assigned software.
- Understand and follow oral and written directions.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively both orally and in writing.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Maintain records and files.
- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor/Music Classroom/Outdoor environment.
- Evening, weekend or variable hours.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Seeing to read a variety of materials and monitor student activities.
- Hearing and speaking to exchange information.
- Proper lifting techniques to lift instruments.
- Lifting, carrying, pushing or pulling instruments.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 11/5/13

Approved by Governing Board: 11/13/13

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

INSTRUCTIONAL SPECIALIST - LIFE LAB

DEFINITION:

Under the direction of the Principal, plan, coordinate, implement and provide standards based, hands-on science, environmental science, nutrition instruction to groups of students in an outdoor environmental education classroom environment; research and prepare instructional materials and lesson plans utilizing approved curriculum guides; perform specialized duties in the care, operation and maintenance of an outdoor garden classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, coordinate, implement and provide standards based, hand-on science, environmental science, nutrition instruction to groups of students in an outdoor environmental education classroom environment; adjust lessons and/or location based on weather and season.
- Research and prepare instructional materials, lesson plans, safe equipment demonstrations and student assignments according to approved District policies and procedures; utilize approved curriculum guides.
- Observe and manage behavior of students in an outdoor classroom according to approved District policies and procedures; report progress regarding student performance and behavior.
- Perform a variety of specialized and general garden care and maintenance duties throughout the year including weeding, pruning, amending soil, and minor irrigation system repairs; utilize a variety of gardening tools, equipment and supplies.
- Coordinate the operations and maintenance related to an assigned garden; supervise student projects in hands-on science, gardening, environmental education and nutrition; train and provide work direction to students and volunteers; assist volunteers, staff and students in the safe use of a variety of gardening tools, equipment, materials and supplies.
- Order, receive, and store outdoor gardening supplies, materials and equipment; maintain inventories assuring the adequate quantities are available for timely instructional use; monitor expenses and maintain program budget; perform fundraising activities for garden supplies and curriculum materials.
- Operate a variety of office equipment including a computer and assigned software.
- Assure the health and safety of students by following established practices and procedures; maintain outdoor learning environment in a safe, orderly and clean manner.
- Perform a variety of clerical duties related to the Life Lab instructional program; prepare and maintain records and reports as necessary.
- Communicate with volunteers, community supporters, interns, District staff and others to schedule garden maintenance, exchange information, and resolve issues or concerns regarding Life Lab programs and activities.
- Attend meetings, workshops and in-services as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years experience working with children in an educational or organized learning environment. College course work in environmental science, organic gardening, nutrition, child growth and development and education may be substituted for experience. Bachelor's degree in a related field is desirable.
- Requirements specified under Every Student Succeeds Act (ESSA). Special qualifications supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education or,
    - Obtained an associate's or higher degree (college level) or,
    - Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Knowledge of:

- Principles, practices, procedures, concepts terminology, techniques and equipment used in environmental science, organic gardening and nutrition management.
- Child guidance principles and practices.
- General instructional techniques and strategies related to Life Lab programs.
- Safe practices in outdoor classroom activities.
- Operation of gardening tools and equipment.
- Oral and written communication skills.
- Health and safety regulations.
- Applicable laws, codes, regulations, policies and procedures related to assigned position.
- Recordkeeping methods and procedures.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Training principles and techniques.
- Proper methods of storing gardening equipment, materials and supplies.
- Technical aspects of field of specialty.
- Oral and written communications skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic arithmetic concepts.

Ability to:

- Plan, coordinate, implement and provide standards based, hand-on science, environmental science, nutrition instruction to groups of students.
- Learn and apply knowledge of environmental education, gardening and nutrition management.
- Plan and prepare instructional materials and ensure implementation of lesson plans.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Operate a variety of outdoor classroom and office equipment including a computer and assigned software.
- Plan and organize work.
- Utilize hand and power tools to maintain a garden.
- Train and provide work direction to students and volunteers.
- Work independently with little direction.
- Communicate effectively both orally and in writing.
- Establish and maintain effective working and cooperative relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Perform arithmetic calculations quickly and accurately.
- Meet schedules and timelines.
- Maintain records and prepare reports.

WORKING CONDITIONS:

Work Environment:

- Outdoor/Garden environment.
- Seasonal heat, cold or adverse weather conditions.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information.
- Seeing to observe student behavior and to inspect gardening facilities.
- Dexterity of hands and fingers to operate a variety of gardening tools and equipment.
- Lifting, carrying pulling and pushing moderately heavy objects.
- Reaching overhead, above the shoulders and horizontally.
- Bending, kneeling or crouching to assist students and perform garden maintenance activities.
- Walking over uneven surfaces.

Hazards:

- Working on ladders.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission:

Approved by Governing Board:

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

LEAD TECHNOLOGY SPECIALIST

DEFINITION:

Under the direction of the Director of Information Technology, manage District-wide wired and wireless networks including the planning, installation, configuration, monitoring and updating of network components, servers and storage devices; direct and assist the technical support staff with requests for troubleshooting and wide range of repairs; train and assist District staff with routine content modification.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Manage and monitor District-wide wired and wireless network including the planning, installation, configuration, monitoring and updating of network components, servers and storage devices.
- Coordinate and direct the technical support team to manage and respond to large-scale support issues, concerns and difficulties, including troubleshooting, system testing and wide range of repairs of hardware and software applications.
- Manage complex support situations; investigate, assess and confirm issues are resolved; work with outside support resources, vendors and providers as needed to address additional user support issues.
- Conduct in-service training in new software, applications and new technology; monitor and assign user support requests; prioritize requests for assistance; provide support for critical and time-sensitive support issues; coordinate efforts to meet staff timelines.
- Manage student email and learning application system accounts.
- Manage District staff and student device configurations.
- Build, maintain and monitor the District and all school websites; train and assist District staff with routine content modification.
- Communicate with vendors to problem solve on both existing software as well as on new releases;
- Participate in available professional development in order to meet new standards; drive a vehicle to conduct work.
- Provide guidance, direction and training to Education Technology Specialists.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to:graduation from high school and three to five years in the computer technical field which demonstrates the ability to perform the duties of the position. Incumbents must have a thorough knowledge of a Windows and Mac OS environment, as well as server administration skills; maintain, troubleshoot LAN/WAN connectivity; analyze and monitor bandwidth for equitable purposes for District wide usage. Must have skills to manage and lead team.

Licenses and other Requirements

- Valid California Class C Driver's License.

Knowledge of:

- Practices, procedures and techniques involved in the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, networks and peripherals.
- Computer hardware systems and software applications utilized by the District.
- Principles, methods and procedures of operating computers, network systems and peripherals.
- Database structures, on-line applications and system capabilities of District computer systems.
- Principles, practices, procedures and equipment involved in network administration.
- Materials, methods and tools used in the operation and repair of computer systems.
- System utilities and design and program applications.
- Manual instructions, sufficient to enable quick and accurate diagnosis of difficulties.
- Policies and objectives of assigned programs and activities.
- Principles of training and providing work direction.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Inventory practices and procedures.
- Record-keeping techniques.

Ability to:

- Lead and participate in the installation, configuration, modification and maintenance of computer hardware and software to assure smooth running of computer systems and workstations.
- Coordinate, oversee and participate in the investigation, troubleshooting, diagnosis and repair of system, network, hardware, software and peripheral malfunctions.
- Develop, implement, oversee and participate in various technology projects.
- Prioritize, assign and coordinate response to work orders.
- Coordinate projects with interns and outside technicians as needed
- Train and provide work direction and guidance to assigned personnel.
- Perform a variety of network administration activities.
- Estimate labor, material and equipment requirements for technology projects.
- Operate computers and peripheral equipment properly and efficiently.
- Determine appropriate action within clearly defined guidelines.
- Meet schedules and timelines.
- Work independently with little direction.
- Maintain a variety of records and files.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.

WORKING CONDITIONS:

Work Environment:

- Indoor, office, outdoor environment.
- Drive a vehicle to conduct work.
- Constant interruptions.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Seeing to view a computer monitor and read a variety of materials.
- Sitting or standing for extended periods of time.

- Lifting, carrying, pushing or pulling moderately heavy objects as assigned by the position.
- Bending at the waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.

Hazards:

- Pushing and pulling hand trucks and equipment carts.
- Lifting and carrying objects weighing more than 50 pounds.
- Climbing ladders to reach cabling and network equipment.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 5/7/2013

Approved by Governing Board: 6/19/2013

Salary Range: 49

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

LIBRARY/MEDIA ASSISTANT

DEFINITION:

Under the direction of the site administrator and School Librarian, provide support and maintain the library and media resources at a school site; assist students, parents and staff with library media center books, material, library technology and equipment; perform clerical functions related to collection; process circulation; maintain inventory of library and media resources and materials; promote library and media service usage.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Inventory incoming library books, periodicals, media material, equipment, and resources; prepare materials for shelving; maintain availability of materials.
- Perform circulation duties; check books and materials out and process returns as required; collect fees for overdue books; process and shelve textbooks and core literature book sets; maintain record of lost and damaged books and materials.
- Assist students, parents and teachers in purchasing new books and materials; submit and process purchase orders; process field trip and re-enrollment forms.
- Assist teachers in gathering materials for study specific assignments; distribute various library books and teacher requested classroom materials; assist with instruction on the proper use of the library resources including classification system, and care of books and materials; assist in establishing procedures and regulations for checkout and library and media use.
- Monitor and maintain circulation records; maintain an established system for create computerized lists of overdue books and send out bills and notices; create loan lists; sort cards for student checkout; collect computer use forms; organize by class; update information on computerized system; receive and record donations.
- Perform routine and preventive maintenance of media and in library computer equipment; repair damaged books; remove aged materials from circulation; update computerized database and records for active circulation materials.
- Assist in training and directing student helpers and volunteers; supervise lunch time, recess and various student activities; ensure facility is maintained in a neat, orderly and clean manner.
- Participate and prepare for fundraising events and book fairs; participate in training to meet new library and media technology standards; drive a vehicle to conduct work.
- Operate a variety of office and library media equipment including a computer and assigned software.
- Create and maintain eligibility lists for dances and eighth grade activities based on library overdue books and fines.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years of general clerical experience with one year in a library setting; one to two years additional course work in Library Science is desired.

Knowledge of:

- Practices, procedures, tools and techniques involved in the ordering, processing and cataloging of library books, textbooks and other instructional materials.
- Library practices, procedures, reference materials, resources and terminology.
- Inventory practices, procedures and techniques.
- Library cataloging and classification techniques.
- Data control procedures and data entry operations.
- General practices, standards, techniques and procedures involved in preparing, maintaining and updating automated catalogs.
- Use and terminology of requisitions, purchase orders and invoices.
- Record retrieval and storage systems.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Record-keeping and report preparation techniques.
- Mathematic calculations.

Ability to:

- Perform a variety of technical duties involved in the receipt, processing, cataloging, distribution, and inventorying of District library books, textbooks, supplies and instructional materials.
- Utilize a computer to catalog materials, maintain automated records, and process and input cataloging data, records and information.
- Prepare and process new books, textbooks and library materials for distribution and circulation.
- Review and inspect shipments of books and materials to verify accuracy.
- Coordinate, lead and conduct regular and periodic inventories.
- Identify and report inventory needs, shortages and discrepancies.
- Research, assemble, and compile a variety of cataloging data and information.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Operate a variety of office equipment including a computer and assigned software.
- Type or input data at an acceptable rate of speed.
- Meet schedules and time lines.
- Work independently with little direction.
- Prepare and maintain narrative and statistical records and reports.

WORKING CONDITIONS:

Work Environment:

- Indoor/Library environment.
- Fast paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to /operate a computer keyboard.
- Seeing to read a variety of materials and view a computer monitor.
- Hearing and speaking to exchange information.
- Sitting for extended periods of time.

- Lifting, carrying, pushing and pulling heavy objects as assigned by the position.
- Bending at the waist, kneeling or crouching to shelve and retrieve books.
- Reaching overhead, above the shoulders and horizontally.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range: 24

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

MAINTENANCE SPECIALIST

DEFINITION:

Under the direction of the Director-Maintenance, Operations & Transportation and Supervisor-Custodial, Grounds & Maintenance, perform a wide variety of skilled and specialized work in an assigned trade area involving the maintenance, installation and repair of District buildings, equipment and related structures such as carpentry, electrical, plumbing, heating and air conditioning, locksmithing, painting and general mechanical maintenance work as assigned; perform assigned trade work in conformance with applicable District, building, safety and safety codes and regulations.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform skilled maintenance work in the construction, repair, installation and alteration of assigned systems, related equipment, buildings and facilities; perform assigned trade work in conformance with applicable District, building, safety and safety codes and regulations.
- Identify and troubleshoot a variety of system and equipment maintenance related issues; resolve maintenance related malfunctions.
- Perform preventive maintenance tasks on assigned equipment as needed.
- Receive, prioritize, schedule and respond to maintenance request needs and work orders.
- Operate and maintain various specialized equipment related to assigned trade duties including specialized power tools, testing equipment and hand tools.
- Make routine and emergency repairs and adjustments to school buildings and facilities.
- Prepare and maintain records and reports related to assigned trade activities.
- Plan, organize and layout assigned tasks; interpret plans, diagrams, blueprints, sketches and specifications; work from verbal and written instructions and work orders.
- Estimate labor, material and equipment needed for assigned projects; monitor inventory levels of materials and equipment; order, receive and maintain inventory of materials and equipment as needed according to established District policies and procedures.
- Receive, transport and deliver parts, supplies and equipment.
- Store and use hazardous materials or chemicals in a safe manner.
- Assist with moving furniture, equipment and materials as assigned.
- Repair and maintain building and facility roofing as required.
- Perform duties as part of a crew or independently on routine maintenance tasks as assigned.
- Communicate professionally with staff, other departments and outside agencies to exchange information, resolve issues and coordinate activities.
- Maintain shop and work areas in a safe, clean and orderly condition.
- Operate a computer and assigned software; drive a vehicle to conduct work.
- Train and provide work direction and guidance to assigned maintenance staff.
- Attend and participate in a variety of meetings and in-service trainings.
- Utilize ladders, lifts, platforms and scaffolding.
- Utilize breathing apparatus, respiratory protection and safety harnesses, ladders and scaffolding.

OPTION CLASSES

Carpenter:

- Perform skilled carpentry work in the maintenance, repair, construction, alteration, forming, framing and finishing of buildings, furniture, facilities and other related structures.
- Construct, install, maintain and repair woodwork including cabinets, bookcases, shelves, doors, window frames, classroom offices, portable structures and furniture; match materials with color, grain or texture.
- Build partitions; construct walls using paneling and other decorative materials; install, replace and repair partitions, ceilings and other items; cut, fit, and hang doors; install and repair drywall.
- Maintain and service carpentry tools and equipment; construct and repair desks, tables, chairs, counter, walls and partitions; repair, replace or construct roofs, ceilings, flooring and tiling.
- Perform special maintenance, IT related and carpentry projects as directed; assist with installation of AV and computer equipment as assigned.
- Perform carpentry work in conformance with building, health and safety codes and standards.
- Repair, replace and/or construct wood structures such as doors and locks, office cabinets, tables, desks, counters, walls and partitions.
- Operate a variety of specialized equipment including saws, drills, presses, grinders and oscillating tools.

Electrician:

- Design, install, inspect, repair, test and maintain electrical systems including conduit, wiring, lighting, power circuits, motor appliances, generators, switches electrical receptacles, interior and exterior wiring, fire and security alarms and a variety of other electrical units.
- Inspect and troubleshoot electrical systems, motors and wiring; operate, maintain and monitor emergency electrical generating equipment.
- Install power distribution and circuit breaker systems; maintain and repair power distribution systems and transformers; perform special maintenance, IT and electrical projects as directed; assist with installation of AV and computer equipment as assigned.
- Install and repair ballasts, sockets, capacitors, bulbs and other lighting parts, wiring and assemblies; change projector mounts; install new electrical systems and equipment.
- Repair or replace power outlets as necessary; check circuits and replace breakers as appropriate.
- Maintain and repair fire alarms, security alarms, master clock and bell systems and a variety of other mechanical/electrical equipment and systems.
- Upgrade electrical systems to meet new or existing code requirements and standards.
- Utilize meters, testers, soldering irons, wire pullers, conduit benders, lifts and drills.

General Maintenance:

- Perform general maintenance work in the repair, construction and upkeep of school buildings and equipment including plumbing, painting, carpentry, heating, electrical, masonry, metal work, glazing, tile work, roofing, flooring, ventilating systems, welding and mechanics; assist designated crews or journey-level workers as assigned.
- Repair, replace or construct roof, flooring, ceilings and ceiling tiles.
- Assist other maintenance personnel in the performance of a variety of duties related to the building trades.

HVAC:

- Install, replace or repair air conditioning systems; install heaters, ventilation systems and equipment; conduct routine overhaul and cleaning ventilation systems/equipment; repair, pack and replace valves, gauges and fittings.
- Operate, repair and maintain boilers; maintains proper steam pressure and water levels, cleans, oils and adjust boiler equipment.
- Inspect and adjust motors, valves, switches, pumps, regulators and filters to maintain proper operating efficiency.
- Operate, repair and maintain condensers, circulating pumps, gas and safety valves, bearings, gauges and sensors.
- Inspect and perform tests on systems and equipment to identify defective parts and assure proper functioning.
- Light pilots; clean out vents; inspect, maintain, operate and repair pneumatic and electrical thermostats and control systems.
- Operate, repair and maintain ventilation systems including thermostats and related control devices; clean, oil, grease and replace worn parts on heating and ventilation equipment.

Locksmith:

- Layout, install, repair and maintain master key systems, locks and lock hardware such as door closers, fasteners and panic hardware in District buildings, facilities, equipment and lockers.
- Maintain and control key system District wide; conduct inventory and audits of district keys and locks.
- Replace defective locks and locking mechanisms as needed; clean and lubricate locking mechanisms to assure proper operation.
- Manually pins cores and cut or duplicates new keys for locking mechanisms using manual, automated and computerized key cutting equipment; create specialized key systems.
- Set-up key codes and maintains secured key related records.
- Train teachers, administrators and district personnel on operation of new locks; lock unoccupied areas including windows and doors.
- Research and evaluate different key and access systems.

Painter:

- Paint exterior and interior District buildings, facilities, playground equipment and parking lots to maintain proper appearance and protection from rust, decay and faded paint; cover or remove graffiti from walls, doors and windows; utilize chemicals as needed.
- Mix and match paints and finishes to blend, harmonize or contrast colors; apply primers and finish coats.
- Prepare various surfaces such as wood, concrete, metal and plaster for surface coverings; remove existing paint as necessary; patch and plaster holes; remove dents and sand rough surfaces; plan and lay out work.
- Apply varnish, stains and/or lacquers cabinets and other furniture.
- Patch walls and repair wall coverings as needed; repair sheetrock, masonry and other building materials; refinish or repaint wood, furniture and other equipment as needed.
- Clean and maintain brushes, tools and other equipment; erect, move and work from ladders, scaffolding and platforms.
- Operate air and airless painting equipment; utilize brushes, rollers, ladders to apply a variety of surface coverings such as paint, varnish, enamel, lacquer or other protective or decorative

finishes to a variety of surfaces, including wood, metal, glass, plaster, stucco, wallboard, brick, cement and roofs.

Pool Operations:

- Perform general maintenance of swimming pools and pool areas to include decks and equipment rooms; inspect, test, record and adjust daily chemical feed units to maintain health and safety standards.
- Perform a variety of technical activities involved in the cleaning and repair of swimming pool, surrounding areas and related equipment to assure safe and sanitary conditions.
- Inspect and adjust pool motors, valves, switches, pumps, regulators and filters to maintain proper operating efficiency; maintain interior of pool walls, floors and gutters.
- Maintain swimming pool on a regular basis; brush and vacuum pool, hose down surrounding decks and backwash filters for water clarity; clear pool drains, gutters, and deck drains; inspect, maintain, repair and replace a variety of pool related equipment.
- Conduct daily inspections of pool water and maintain proper chemical balances; conduct chemical tests of water; apply chemicals as appropriate to maintain proper pH and chemistry levels; assure safety of pool water.
- Operate pool vacuum, brushes and pool chemical feeder.
- Ability to acquire and maintain California Certified Pool Operator License.

Plumber:

- Perform skilled plumbing work in the installation, maintenance and repair of plumbing fixtures and systems including toilets, sinks, water heaters and boilers to maintain plumbing lines in safe and sanitary working condition; assure compliance with building codes applicable to the plumbing trade.
- Install, maintain and repair valves, control devices, pumps, toilets, heaters, boilers, pipes, clocks, relays, faucets and various other fixtures, parts and equipment; rebuild and replace faucets, valves, thermostats, and damper motors on boilers as needed; replace leaking and defective parts in plumbing fixtures and systems.
- Unplug or clear drains and lines connected with plumbing fixtures; install, test and maintain backflow devices.
- Repair or replace water, gas and sewer lines, steam and hot water heating systems.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and three years' trade experience.

Licenses and other Requirements

- Valid Class C California Driver's License.
- Some incumbents may be required to have a valid forklift certification.

Knowledge of:

- Methods, tools, equipment, materials, methods and techniques used in general construction, maintenance and repair.

- Operation and use of hand and power tools and specialized equipment.
- Technical aspects and building codes related to assigned trade.
- Proper methods of storing equipment, materials and supplies.
- Shop math applicable to the building trades.

- Appropriate safety precautions and procedures.
- Oral and written communication skills.
- Record-keeping techniques.
- Proper lifting techniques.

Ability to:

- Perform a variety of skilled maintenance, repair and construction duties in the maintenance of designated facilities, buildings and equipment.
- Establish and maintain cooperative and effective working relationships with others.
- Assist other maintenance personnel in the performance of a variety of duties related to the building trades.
- Operate a variety of assigned tools, materials and equipment effectively and safely.
- Learn and apply laws, rules, regulations involved in assigned maintenance activities.
- Understand and follow oral and written directions.
- Read and work from plans, blue prints, sketches, specifications and diagrams.
- Plan and lay out work.
- Observe health and safety regulations and procedures.
- Communicate effectively both orally and in writing.
- Meet schedules and time lines.
- Understand and follow oral and written instructions.
- Work independently with little direction.
- Maintain various records related to work performed.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor/Shop environment.
- Driving a vehicle to conduct work.
- Work evenings or variable hours.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate specialized equipment and tools.
- Hearing and speaking to exchange information.
- Seeing to read and perform assigned trade related functions.
- Lifting, carrying, pushing or pulling heavy objects.
- Reaching overhead, above the shoulders and horizontally.
- Heavy physical labor.
- Bending at the waist, kneeling or crouching.
- Climbing ladders and working from heights.
- Standing for extended periods of time.

Hazards:

- Working around and with machinery having moving parts.
- Exposure to high voltage and electrical shock.
- Working at heights.
- Seasonal heat and cold or adverse weather conditions.
- Exposure to fumes, dust, odors, oil/grease, gases.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

MANAGER- HUMAN RESOURCES

DEFINITION:

Under the direction of the Assistant Superintendent of Human Resources, plan, organize and direct daily operations of the Human Resources department and delivery of services for certificated and classified employees; assist in coordination of employer and employee relations process; supervise, evaluate and direct department staff; provide complex and highly specialized administrative support to Cabinet.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, organize and direct the day-to-day operations and administration of the District's Human Resource Department services to certificated and classified employees; comply with California Education Code, Board policies, and collective bargaining agreements.
- Direct and conduct District recruitment, selection and assignment for certificated, administrative, athletic and enrichment provider employees; post job openings; screen applications for general qualifications and appropriate credentials; manage interview schedule; ensure appropriate reference checks.
- Review, process and approve all certificated, administration, athletic, enrichment provider employment actions.
- Classify certificated and administrative employees in accordance with Education code.
- Oversee certificated and administrative lay-off process; maintain seniority list; prepare Board resolutions; balance temporary employee and process all legal notices and correspondences,
- Conduct orientation of administrative, certificated, athletic and enrichment personnel; provide new employees with District required forms, including payroll forms, fringe benefits forms, county office data, retirement enrollment, TB clearance and salary placements; issue employee contracts.
- Assist in the implementation of District personnel policies; conduct periodic review of policies, board policies, administrative regulations and bargaining unit contracts.
- Review and interpret Education Codes, laws, regulations and contract language.
- Place administrative and certificated on salary schedule; make readjustments as required; prepare annual notices of salary entitlement for administrative and certificated staff.
- Process and monitor leaves of absences in accordance with laws and bargaining unit contracts; monitor, review and report on credential and NCLB/ESSA compliance.
- Conduct position control for administrative and certificated positions; work with Finance staff to update position FTEs and funding sources; monitor master schedules and staff assignments;.
- Monitor certificated evaluation cycles.
- Record and manage data collected on District personnel; prepare reports as needed; prepare and maintain confidential files and personnel information profiles.
- Assist in the planning and organization of employer and employee relations process; review, develop and implement policies in accordance with federal and state laws and collective bargaining agreements.
- Administer employment, transfer, promotion, leave of absence, layoff and separation processes.
- Supervise department staff; monitor and prioritize work flow to meet District timelines; supervise and evaluate performance of department staff annually; monitor and supervise substitute services.
- Maintain accurate personnel records District employees; maintain records of employee credentialing.
- Operate a variety of office equipment including a computer and assigned office equipment.
- Provide complex and highly specialized administrative support to Cabinet; drive a vehicle to conduct work.
- Attend, conduct and participate in meetings, in-services and professional development trainings.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Bachelor's degree in business administration, industrial relations, personnel administration, education or a closely related field and four years of responsible experience in personnel administration, preferably in the field of education or related field.

Licenses and other Requirements

- Valid California Class C Driver's License.

Knowledge of:

- Planning, organization, coordination and implementation of recruitment, outreach and diversity activities of the Human Resources Department.
- Methods used in labor relations, recruitment, selection, classifications, salary and benefit administration.
- Principles and practices of collective bargaining and labor contract administration and current trends.
- Federal, state and local laws, CA Education Code, CA Labor Code, collective bargaining laws and related laws governing public school employment.
- Board policy, administrative regulations and federal and state regulations regarding NCLB/ESSA and CA credentialing and interstate reciprocity.
- Principles and practices of Human Resources administration.
- Principles of EEO hiring, supervision, training, performance evaluation and discipline.
- Oral and written communication skills.
- Principles and practices of supervision and training.
- Applicable federal, State, local and District laws, regulations, policies and procedures affecting employment and employment practices.
- Human Resources systems and programs.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

Ability to:

- Plan, organize, coordinate and implement the recruitment, outreach and diversity efforts for the District.
- Apply principles, methods and techniques of assigned personnel and human resources management activities including the interpretation and application of laws, policies, procedures and regulations related to employment.
- Maintain confidentiality of privileged and sensitive information.
- Train and evaluate the performance of assigned staff.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.

- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports, and maintain records and files.

WORKING CONDITIONS:

Work Environment:

- Indoor, office environment.
- Drive a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 2/6/2007

Approved by Governing Board: 1/24/2007

Salary Range: F6 222 Days (Management Salary Schedule)

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

NIGHT CUSTODIAN

DEFINITION:

Under the direction of the Site Principal and Custodial Supervisor, perform routine custodial activities during a night shift at an assigned school site; maintain the general cleanliness of the school; maintain buildings and adjacent grounds areas in a clean, orderly and secure condition as assigned; set up, move and arrange tables, chairs and equipment in classrooms, offices and meeting rooms; monitor school grounds to assure site security.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform routine custodial activities at an assigned school site or facility; sweep, scrub, mop, strip, wax and polish floors; vacuum rugs and carpets in classrooms, offices, workshops and other work areas; spot clean and shampoo carpets.
- Clean classrooms, cafeterias, gymnasiums, auditoriums, lounges, offices, locker rooms, hallways and other facilities as assigned; dust and polish furniture and woodwork; empty waste receptacles; spot mop spills; remove gum, debris and graffiti.
- Move and arrange furniture and equipment; prepare classrooms, gymnasiums and other facilities for special events or meetings as assigned; set up and assemble chairs, tables and other furniture and equipment; clean equipment and debris following events.
- Clean and disinfect drinking fountains and restroom facilities including sinks, toilets and urinals; fill dispensers with towels, soap, toilet paper and other items; wash mirrors, tile, walls and windows; unclog drains and toilets.
- Operate a variety of large and small power equipment such as power washers, vacuum cleaners, polishers, blowers; operate other custodial equipment as assigned; follow district safety procedures when operating, maintaining and repairing equipment; drive a vehicle to conduct work; operate a two-way radio.
- Replace light bulbs and tubes; clean tables, chairs and floors.
- Pick up paper and other debris from school grounds, fields, walkways and areas adjacent to school facilities; recycle materials as directed; sweep concrete surfaces adjacent to school building; blow and clean up leafs from walkways; maintain buildings and adjacent grounds areas in a clean, orderly and secure condition as assigned.
- Lock and unlock doors, gates and windows as appropriate; turn lights on and off as needed; maintain security of assigned areas according to established guidelines; set alarms as appropriate.
- Inspect buildings, doors, windows and storage areas for proper security and assure security systems are operational; report safety, sanitary and/or fire hazards to the appropriate authority.
- Submit work orders for needed repairs and supplies; requisition cleaning and custodial supplies
- Monitor school grounds for graffiti, vandalism and unauthorized persons; report safety, sanitary and fire hazards to appropriate personnel.
- Assist in minor maintenance repair work such as painting and other projects as assigned; perform periodic visual inspections of systems.
- Participate in the thorough cleaning and restoration of campus facilities during vacation periods.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and some related custodial work experience.

Licenses and other Requirements

- Valid Class C California Driver's License.

Knowledge of:

- Proper methods, techniques, materials, tools and equipment used in modern custodial work.
- Modern cleaning methods including basic methods of cleaning floors, carpets, furniture, walls and fixtures.
- Proper methods of storing equipment, materials and supplies.
- Requirements of maintaining buildings in a safe, clean and orderly condition.
- Appropriate safety precautions and procedures.
- Proper lifting techniques.
- Safe use and operation of equipment and chemicals used in custodial work.
- Care and maintenance of custodial and building equipment and tools.

Ability to:

- Perform routine custodial activities at an assigned school site in addition to building/grounds maintenance and minor repair work.
- Maintain buildings and adjacent grounds areas in a clean, orderly and secure condition.
- Use cleaning materials and equipment in a safe and efficient manner.
- Operate a variety of custodial equipment.
- Maintain tools and equipment in clean working order.
- Meet the physical requirements necessary to safely and effectively perform required duties.
- Move and arrange furniture and equipment.
- Observe and report safety hazards and need for maintenance and repair.
- Understand and follow oral and written directions.
- Observe health and safety regulations.
- Meet schedules and time lines.
- Perform manual work associated with cleaning duties.
- Work independently.
- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor and outdoor work environment.
- Subject to noise, fumes, dust and odors.
- Work evening or variable hours.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a variety of custodial equipment.
- Walking or standing for extended periods of time.
- Seeing to perform custodial duties.
- Lifting, carrying, pushing or pulling heavy objects.
- Bending at the waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.
- Climbing ladders and working from heights.

Hazards:

- Exposure to cleaning agents and chemicals.
- Working on ladders.
- Exposure to blood and bodily fluids.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

OCCUPATIONAL THERAPIST

DEFINITION:

Under the direction of the Director-Special Education, provide training and consultation to staff and parents and/or direct services to assist students with an Individual Education Plan (IEP) that designates occupational therapy; participate in Individualized Education Plan (IEP) meetings and serve a part of a multi-disciplinary team; determine accommodations for assigned special education students; prepare records, assessments, treatment plans, reports and billings.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide direct, indirect and consultative occupational therapy services based upon needs determined through established processes to individual or groups of students according to Individual Education Plans (IEP).
- Identify, screen and evaluate occupational therapy needs of students, especially related to areas of dysfunction in fine, visual and gross motor skills, sensory integration, and functional self-help skills; develop recommendations for intervention plans.
- Develop student transition plans, programs and goals related to occupational therapy.
- Conduct assessments of student progress on an ongoing basis and develops reports to determine need for occupational therapy.
- Evaluate students using standardized tests, observation, and clinically derived surveys; assesses student needs and abilities regarding the access to educational curriculum, recommendations and appropriate occupational therapy program to help students meet their educational goals.
- Collaborate with multidisciplinary team to develop goals and objectives for assigned students; participate in determining frequency of services, eligibility, accommodations/modifications, testing accommodations, and related services and needs of identified students.
- Maintain records of therapy sessions to document intervention and monitor student progress; coordinate scheduling of therapy sessions with teachers for students on caseload.
- Gather and interpret data to evaluate student needs as a basis for potential treatment planning
- Interpret evaluation findings to parents and the IEP and instructional teams.
- Prepare and maintain treatment logs, records, therapy assessments and reports as required for compliance with various State, federal, District and administrative regulations; maintain documentation of assessments, treatments, contacts, billings and daily records concerning occupational therapeutic activities; submit medical billings for processing.
- Plan and prepare for therapy sessions; utilize a variety of therapeutic equipment and related devices; clean and maintain equipment, and setup and breakdown therapy equipment.
- Provide training and direction to ancillary staff and/or classroom teachers as assigned; provide consultation/collaboration with parents, educational staff and outside agencies.
- Attend various meetings, in-service trainings and conferences; develop and implement training opportunities and in-services for parents and education staff; drive a vehicle to various sites to conduct work.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Bachelor's or Master's degree from an approved occupational therapy program consistent with licensing requirements and two years of school-based occupational therapy experience including experience in the IEP process.

Licenses and other Requirements

- Registration by the National Board for Certification in Occupational Therapy.
- Valid Occupational Therapy Association of California license.
- Valid First Aid and CPR certifications issued by an authorized agency.
- Valid California class C driver's license and evidence of appropriate insurance may be required.

Knowledge of:

- Occupational therapy theory, assessment and treatment strategies, techniques and methodologies in educational settings using evidence based practices.
- Applicable laws and regulations concerning medical records, occupational therapeutic services and IDEA.
- Child development and developmental disabilities, diagnosis and syndromes, and applicable treatment and techniques.
- Applicable sections of the State Education Code and special education relative to occupational therapy services.
- Community resources and services.
- Ergonomics, environmental accessibility, medical and school accommodations.
- Educational and developmental needs of children with disabilities.
- Occupational therapy assessment tools and techniques.
- Record-keeping, filing, research and report preparation techniques.
- Operation of a variety of office equipment, a computer and assigned software.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Health and safety regulations.
- Proper lifting techniques.
- Technical aspects of field of specialty.
- First aid and CPR techniques.

Ability to:

- Provide assessment, consultation, direct and indirect occupational therapy treatment and services to students with varying abilities and special needs.
- Explain the processes and procedures as they apply to the occupational therapy program.
- Develop and conduct sensory-motor focused interventions.
- Communicate effectively both orally and in writing with students, parents, staff, and other community agencies.
- Implement IEPs and appropriate treatment plans.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Maintain records and prepare reports.
- Maintain current knowledge of technical advances in the field.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work.
- Meet schedules and timelines.

WORKING CONDITIONS:

Work Environment:

- Indoor/Classroom environment.
- Driving a vehicle to conduct work.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate therapy equipment and a computer keyboard, and work with students on fine motor skills.
- Reaching overhead, above the shoulders and horizontally to utilize therapy equipment.
- Sitting or standing for extended periods of time while working with students.
- Bending at the waist, kneeling or crouching to assist students.
- Hearing and speaking to exchange information.
- Carrying, pushing or pulling wheelchairs, mobility toys and other equipment.
- Lifting and carrying moderately heavy objects and adaptive equipment.

Hazards:

- Potential contact with dissatisfied or abusive individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 10/03/00

Approved by Governing Board: 10/11/00

Salary Range:

Revised: 10/11/2000, 8/17/2016

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

OFFICE ASSISTANT

DEFINITION:

Under the direction of the Principal or Director, assist School Administrative Assistant IV and perform a variety of general clerical support tasks to the school or department office, including registration, student attendance and verification of absences for teaching staff; prepare a variety of reports, records and documents; provide excellent customer service by answering phones and greeting and assisting students, parents, staff and visitors.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform a variety of clerical duties in support of an assigned office including typing, filing, duplicating and distributing materials; process new student referrals and registration according to established procedures.; record student attendance and absences; enter and maintain student and attendance databases as assigned; enter various student information and make changes as needed; maintain and post attendance data as assigned; compile data and generate related reports.
- Enter student data into District database; monitor and record student attendance; prepare tardy slips; respond to calls from parents for absent students; prepare and send out attendance and truancy letters; provide front desk support; answer inquiries from students, visitors, staff and parents.
- Assist with the processing and monitoring staff attendance data including absences and related data; verify purpose for teacher absences; enter absence information in assigned computer system; generate computerized lists and reports as requested; review input and output data for accuracy.
- Process requests for student cumulative records; prepare incoming and outgoing cumulative records; file state testing reports in student cumulative records.
- Schedule and arrange appointments, conferences and meetings as directed; distribute notices of meetings; maintain school or other program calendars.
- Monitor inventory levels of office supplies; order, receive and maintain inventory of office supplies.
- Monitor and report chronic absences and tardies to site administrator and school counselor; enter student discipline data into District database.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and one year of general clerical experience.

Knowledge of:

- Modern office practices, procedures and equipment.
- Policies and objectives of assigned programs and activities.
- Record-keeping and report preparation techniques.
- Telephone techniques and etiquette.
- Correct English usage, grammar, spelling, punctuation and vocabulary; basic math.

- Operation of a computer and assigned software.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.

Ability to:

- Perform a variety of diversified clerical and record-keeping duties in support of an assigned school office or program.
- Answer telephones and greet the public courteously.
- Learn, interpret, apply and explain applicable laws, codes, rules and regulations.
- Maintain records and prepare reports.
- Type or input data at an acceptable rate of speed.
- Operate a variety of office equipment including a computer and assigned software.
- Understand and follow oral and written directions.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.
- Communicate effectively both orally and in writing.
- Meet schedules and timelines.
- Receive, sort and distribute mail.
- Add, subtract, multiply and divide quickly and accurately.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.
- Fast paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

Hazards:

- Dissatisfied and hostile individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PARAEDUCATOR

DEFINITION:

Under the direction of the Site Administrator, assist a certificated teacher in reinforcing instruction to individual or small groups of students in a classroom environment; assist in the preparation of instructional materials and implementation of lesson plans; perform routine clerical and supportive tasks for instructional personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Tutor and lead individual or small groups of students, reinforcing instruction in basic academic subjects as directed by the teacher; monitor and oversee student drills, practices and assignments in various subjects.
- Perform a variety of clerical duties and supportive tasks in support of classroom activities such as preparing, copying and filing instructional materials.
- Assist students in completing classroom assignments, homework and projects in various academic subjects.
- Assure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
- Observe, guide and support student behavior in the classroom according to approved procedures; monitor students during outdoor activities as directed; report progress regarding student performance and behavior; escort students to and from designated school locations.
- Set up work areas, supplies and equipment in the classroom for student use.
- Administer various tests or assessments as directed by teacher; correct daily assignments.
- Operate a variety of classroom and office equipment including audiovisual equipment, a computer and assigned software.
- Assure the health and safety of students by following established District policies practices and procedures; maintain classroom learning environment in a safe, orderly and clean manner.
- Communicate with teachers, support staff, personnel and others to exchange information and resolve issues or concerns; provide coordinators, teachers, and school administrators with relevant feedback and information on students' progress through observation and daily contact.
- Maintain confidentiality of student information; prepare files, logs and documentation as required.
- Attend meetings and in-services as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and experience working with children. College coursework in psychology, elementary education, child growth and development may be substituted for experience.
- Requirements specified under Every Student Succeeds Act (ESSA). Special qualifications supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education or,
    - Obtained an associate's or higher degree (college level) or,

- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Licenses and other Requirements

- Some candidates in this classification may be required to speak, read and write in English and other target language.

Knowledge of:

- Child guidance principles and practices.
- Application of curriculum as it applies to individual differences with children, positive student behavior management techniques and strategies.
- Safe practices in classroom activities.
- Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.
- Basic instructional methods and techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Classroom procedures and appropriate student conduct.
- Operation of standard office and classroom equipment including a computer and assigned software.
- Basic computer and internet skills.
- Basic arithmetic concepts.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.

Ability to:

- Assist with instruction and related activities in a classroom or assigned learning environment.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Perform a variety of clerical duties in support of classroom activities.
- Assist in the preparation of instructional materials and implementation of lesson plans.
- Perform clerical work and operate standard office equipment, computers and assigned software.
- Tutor and assist students with reading, writing and math activities as assigned.
- Understand and follow oral and written directions.
- Establish and maintain cooperative and effective working relationships with students and adults.
- Communicate effectively both orally and in writing.
- Perform arithmetic calculations quickly and accurately.
- Maintain confidentiality of student information.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor/Classroom/Outdoor environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Seeing to read a variety of materials and monitor student activities.

- Hearing and speaking to exchange information.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised: 5/16

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PARAEDUCATOR-ACADEMIC INTERVENTION

DEFINITION:

Under the direction of the Site Administrator, reinforce instruction to individual or small groups of students in a classroom or assigned learning environment; tutor students in specific areas of reading intervention, language, math and possibly in conjunction with a computer based tutorial program; assist in the preparation of instructional materials and implementation of lesson plans; perform routine clerical and supportive tasks for instructional personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Tutor and lead students in the specific areas of reading intervention, language and math; reinforce instruction to individual or small groups of students; monitor and oversee student drills, practices and assignments.
- Perform a variety of clerical duties and supportive tasks in support of classroom activities such as preparing, copying and filing instructional materials.
- Assure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
- Observe, guide and support student behavior in the classroom according to approved procedures; report progress regarding student performance and behavior; escort students to and from designated school locations.
- Set up work areas, supplies and equipment in the classroom for student use; administer various tests or assessments as directed by teacher; correct daily assignments; collect data.
- Operate a variety of classroom and office equipment including a computer and assigned software.
- Assure the health and safety of students by following established District policies practices and procedures; maintain classroom learning environment in a safe, orderly and clean manner.
- Communicate with teachers, support staff and others to exchange information and resolve issues or concerns; provide teachers, and school administrators with relevant feedback and information on students' progress through observation and daily contact.
- Enroll, administer, monitor students using online intervention programs.
- Maintain confidentiality of student information; prepare files, logs and documentation as required.
- Attend meetings, professional development and in-services as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years' experience working with children in an educational or organized learning environment. College course work in psychology, elementary education, child growth and development may be substituted for experience.
- Requirements specified under Every Student Succeeds Act (ESSA). Special qualifications supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education or,
    - Obtained an associate's or higher degree (college level) or,

- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Licenses and other Requirements

- Some incumbents in this classification may be required to speak, read and write in English or other target language.

Knowledge of:

- Child guidance principles and practices.
- Application of curriculum as it applies to individual differences with children, positive student behavior management techniques and strategies.
- Safe practices in classroom activities.
- Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.
- Basic instructional methods and techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Classroom procedures and appropriate student conduct.
- Operation of standard office and classroom equipment including a computer and assigned software.
- intermediate computer and internet skills.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.
- Basic arithmetic concepts.

Ability to:

- Assist with instruction and related activities in a classroom or assigned learning environment.
- Tutor students in the specific areas of reading intervention, language or math.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Assist in the preparation of instructional materials and implementation of lesson plans.
- Perform clerical work and operate standard office equipment, computers and assigned software.
- Understand and follow oral and written directions.
- Establish and maintain cooperative and effective working relationships with students and adults.
- Communicate effectively both orally and in writing.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Maintain records and files.
- Perform routine arithmetical calculations
- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor/Classroom environment.

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Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Seeing to read a variety of materials and monitor student activities.
- Hearing and speaking to exchange information.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/1998; 06/07/2016

Approved by Governing Board: 08/12/1998; 06/15/2016

Salary Range:

Revised: 10/11/1982; 09/17/1998; 05/11/2016

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PARAEDUCATOR-AFTER SCHOOL PROGRAMS

DEFINITION:

Under the direction of the Site Administrator and supervision of the After School Program Coordinator, assist in the supervision students at an assigned school site during after school enrichment programs; tutor individual or small groups of students reinforcing instruction and supporting students in homework completion; observe and manage behavior of students during educational and recreational activities; co-create and collaborate to contribute to an after school environment that promotes students' academic, social and emotional growth and well-being; assist in the preparation of instructional materials and implementation of lesson plans; perform routine clerical and supportive tasks for instructional personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist in reinforcing instruction to individuals or small groups of students in a classroom or outdoor learning environment to help develop and strengthen students' academic success and social and emotional development; assist in the preparation of instructional materials and implementation of lesson plans, enrichment activities, recreational activities, and instructional programs.
- Ensure the health and safety of students by following established school policies, practices, procedures and behavior expectations during after school programs; observe, guide and support student behavior during educational and recreational activities; maintain classroom discipline in a positive manner; implement approved positive reinforcement techniques and strategies to manage behavior; monitor and interact with students during indoor and outdoor activities.
- Perform a variety of clerical duties in support of classroom activities such as preparing, duplicating and filing; observe, track, and report each student's progress.
- Maintain related documents and records such as attendance logs, sign-in sheets and reports; prepare instructional materials, lessons, charts, and displays as instructed.
- Maintain classrooms and equipment; set up recreational equipment and instructional materials; return classroom furniture and supplies to agreed upon configuration.
- Operate a variety of classroom, audiovisual equipment and office equipment including a computer and assigned software; input data into an assigned computer program; initiate and receive telephone calls; send and receive emails.
- Communicate with After School Program Coordinator, Site Administrators, teachers, personnel and parents to exchange information and resolve issues or concerns related to student behavior, student homework and program activities.
- Identify and report safety hazards on site or suspected child abuse to appropriate personnel as necessary.
- Attend meetings and in-service trainings.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years experience working with children in an educational or organized learning environment. College coursework in psychology, recreation, child growth and development and education may be substituted for experience.
- Requirements specified under Every Student Succeeds Act (ESSA). Special qualifications supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education or,
    - Obtained an associate's or higher degree (college level) or,
    - Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Licenses and other Requirements:

- Some incumbents in this classification may be required to speak, read and write in English or other target language.
- Valid First Aid certification (preferred).

Knowledge of:

- Child guidance principles and practices.
- Safe practices in classroom and outdoor activities.
- Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.
- Applicable laws, codes, regulations, policies, procedures objectives related to position.
- General instructional techniques and strategies related to after school programs.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Educational and recreational practices and procedures and appropriate student conduct.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Operate a variety of classroom and office equipment including a computer and assigned software.
- Intermediate computer and internet skills.
- High school math concepts.
- Behavior management and motivation techniques.
- Health and safety practices and procedures.
- Basic record keeping methods and procedures.

Ability to:

- Assist in the planning and implementation of educational and recreational program activities.
- Assist students in completing homework assignments.
- Oversee and interact with students during recreational and other after-school activities.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively both orally and in writing.
- Perform clerical work and operate standard office equipment, computers and assigned software.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Train and provide work direction to assigned program staff.
- Maintain routine records related to assigned activities.
- Analyze situations accurately and adopt an effective course of action.
- Perform arithmetic calculations quickly and accurately.

- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor/Classroom environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office, classroom and recreational equipment.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials and monitor student activities.
- Reaching overhead and above shoulders.
- Bending at the waist, kneeling or crouching to assist students.
- Lifting and carrying light objects as assigned by the position.

Hazards:

- Potential contact with blood and other body fluids.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: July 5, 2011

Approved by Governing Board: August 17, 2011

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PARAEDUCATOR-HOME BASED PRESCHOOL

DEFINITION:

Under the direction of the Curriculum Director, plan, organize and implement approved appropriate curriculum for the development of migrant children (ages 3-5) enrolled in the District's home-based preschool program; collaborate on a one-to-one basis with the primary caregiver of the child following state and federal standards; provide supervision, care, assessment and learning activities to preschool-age children in a home-based environment; prepare instructional materials and activities to develop and enhance academic success, social and emotional development and language skills among assigned children; communicate effectively both orally and in writing in English and Spanish; perform a variety of clerical and supportive tasks.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, organize and implement approved curriculum for the development of children enrolled in the District's home-based preschool program; integrate the educational aspects of the District's various Migrant Education Program components; develop goals and objectives consistent with student needs to develop and strengthen academic success and social and emotional development.
- Monitor, assess and adjust learning activities in response to the progress, needs and interests of children; engage and involve caregivers in the educational activities of the program.
- Train and assist caregivers with increasing knowledge, understanding, skills and experience in child growth and development.
- Administer screenings and tests by program standards mandated by State and Federal Performance standards; submit assessments to appropriate County Office of Education Supervisors.
- Translate for teachers, staff or non-English speaking parents as needed.
- Collaborate on a one-to-one basis with the primary caregiver of the child following state and federal standards; provide supervision, care and learning activities to preschool-age children in a home-based environment in accordance with established guidelines, standards and requirements.
- Observe, model, and follow up behavior shaping and reinforcement strategies.
- Provides oral and written translation and interpretation of correspondence, forms, letters, reports and other instructional and educational materials from English to Spanish.
- Set up and prepare materials to promote student learning; prepare and set up the home-based preschool classroom space for daily lessons and child care activities.
- Perform a variety of clerical and supportive tasks; prepare and maintain various records, reports attendance logs and files related to children, assessment, progress, lesson plans and assigned activities.
- Operate a variety of standard office equipment including a computer and assigned software.
- Communicate with parents, school personnel to provide feedback regarding students, coordinate activities, resolve issues and conflicts and exchange information.
- Drive a vehicle to conduct work including home visits.
- Implement all requirements according to the State and Federal Performance standards and acquires all knowledge of the Migrant Education School Readiness Preschool program standards.
- Participate in meetings and attend in-services and other training programs as assigned; conduct parent workshops as directed.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school supplemented by 24 units of college-level course work in early childhood education and two years experience working with preschool-age children in an educational or organized learning environment. College course work in early childhood education may be substituted for experience.
- Requirements specified under Every Student Succeeds Act (ESSA). Special qualifications supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education or,
    - Obtained an associate's or higher degree (college level) or,
    - Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Licenses and other Requirements:

- Valid Associate Teacher Child Development Permit.
- Valid California Class C driver's license and evidence of appropriate insurance.
- Incumbents in this classification are required to speak, read and write in English or other target languages.

Identified Target Languages:

Spanish, Portuguese, Cambodian, Cantonese, Mandarin, Vietnamese, Thai, Tagalog, Ilocano, and Japanese.

Knowledge of:

- Concepts of child growth, development and behavior characteristics of preschool-age children.
- Early childhood curriculum areas and appropriate methods for implementation and assessment.
- Instructional methods, techniques and strategies related to early childhood education.
- District policies, regulations and procedures.
- Correct oral and written usage of English and a designated second language.
- Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.
- Diverse academic, socioeconomic, cultural and ethnic backgrounds of assigned children.
- Policies and objectives of assigned program and activities.
- Record-keeping and report preparation techniques.
- Oral and written communications skills.
- Health and safety regulations.

Ability to:

- Plan, organize and implement approved curriculum for the development of children enrolled in a District home based preschool program.
- Provide supervision, care and learning activities to preschool-age children in a classroom environment.
- Assist in the development of daily lesson plans in accordance with established policies.
- Monitor, assess and adjust learning activities in response to child progress, needs and interests.
- Communicate effectively both orally and in writing in English and Spanish.

- Administer testing and assessments of students.
- Observe and evaluate student learning.
- Plan and organize work.
- Demonstrate cross-cultural sensitivity and respect.
- Establish and maintain cooperative and effective working relationships with others.
- Understand and follow oral and written instructions.
- Observe health and safety regulations.
- Train and provide guidance to caregivers.
- Operate a variety of office equipment including a computer and assigned software.
- Work independently with little direction.
- Maintain records and prepare reports.
- Communicate effectively both orally and in writing.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor environment.
- Driving a vehicle to conduct work and to make home visits.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office equipment.
- Sitting, standing or walking for extended periods of time.
- Bending at the waist, kneeling or crouching to assist children.
- Seeing to read a variety of materials and monitor children's activities.
- Hearing and speaking to exchange information and make presentations.
- Reaching overhead, above the shoulders and horizontally.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: May 7, 2013

Approved by Governing Board: May 8, 2013

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PARAEDUCATOR-SPECIAL EDUCATION

DEFINITION:

Under the direction of the Site Administrator or Director-Special Education, assist a certificated teacher in reinforcing instruction to individuals or small groups of students with special needs assigned to a Resource Specialist Program (RSP), Special Day Class (SDC) or general education classroom environment; assist in the preparation of instructional materials and implementation of Individual Education Plans (IEPs); assist in the presentation and preparation of learning materials, lesson plans and instructional exercises; perform routine clerical and supportive tasks for instructional personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Tutor and lead individuals or small groups of students with special needs; reinforce instruction in a variety of academic subjects as directed by the teacher; monitor and oversee student drills, practices and assignments in various subjects; assist students in completing classroom assignments, homework and projects.
- Assist a teacher with the implementation of Individualized Education Plans (IEP); assist assigned students in reaching IEP academic, emotional, social, physical and behavioral goals; adapt and adjust curriculum to accommodate individual student learning needs as directed by the teacher.
- Perform a variety of clerical duties and supportive tasks in support of classroom activities such as preparing, copying and filing instructional materials.
- Assist students with performing and developing academic, social, behavioral skills; assist in shaping students' behavior through positive reinforcement, redirection and other strategies; support student self-care and toileting routines as needed.
- Assure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
- Observe, guide and support student behavior in the classroom according to approved procedures; monitor and interact with students during outdoor, field trips, and other recreational activities as directed; accompany and assist students to in mainstream classes; report progress regarding student performance and behavior; escort students to and from designated school locations.
- Set up work areas, supplies and equipment in the classroom for student use; administer various tests or assessments as directed by teacher; correct daily assignments.
- Assist students in the operation of a variety of instructional technology as required; set up computers for assigned students.
- Operate a variety of classroom and office equipment including audiovisual equipment, a computer and assigned software.
- Assure the health and safety of students by following established District policies practices and procedures; maintain classroom learning environment in a safe, orderly and clean manner.
- Communicate and collaborate with teachers, case managers, support staff, personnel and others to exchange information and resolve issues or concerns regarding student behavior and progress; contact parents/guardians to schedule IEP's and other meetings.
- Maintain confidentiality of student information; prepare files, logs and documentation as required.
- Attend meetings and in-services as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years' experience working with children in an educational or organized learning environment. College coursework in psychology, special education, child growth and development may be substituted for experience.
- Requirements specified under Every Student Succeeds Act (ESSA). Special qualifications supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education or,
    - Obtained an associate's or higher degree (college level) or,
    - Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Licenses and other Requirements

- Some incumbents in this classification may be required to speak, read and write in English and Spanish.
- Valid First Aid certification (preferred).

Knowledge of:

- Child guidance principles and practices.
- Application of curriculum as it applies to individual differences with children, positive student behavior management techniques and strategies.
- Child growth, development and behavioral characteristics of students with special needs.
- Basic principles, goals and objectives of Individual Education Plans (IEP).
- Safe practices in classroom activities.
- Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.
- Basic instructional methods and techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Classroom procedures and appropriate student conduct.
- Operation of standard office and classroom equipment including a computer and assigned software.
- Intermediate computer and internet skills.
- High school level math concepts.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.

Ability to:

- Assist with instruction and related activities in a classroom or assigned learning environment.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Perform a variety of clerical duties in support of classroom activities.
- Assist in the preparation of instructional materials and implementation of lesson plans.
- Perform clerical work and operate standard office equipment, computers and assigned software.
- Tutor and assist with reading, writing and math activities at grade level as assigned.

- Participate as member of a team supporting students' progress and IEP objectives.
- Demonstrate an understanding, patient, warm and receptive attitude toward children.
- Understand and follow oral and written directions.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively both orally and in writing.
- Understand and relate to students with special needs.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Support student self-care and toileting routines as needed.
- Observe health and safety regulations.
- Maintain records and files.
- Maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor/Classroom/Outdoor environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Seeing to read a variety of materials and monitor student activities.
- Lifting, carrying, or pushing moderately heavy objects
- Hearing and speaking to exchange information.

Hazards:

- Potential contact with dissatisfied individuals.
- Potential contact with blood and other body fluids.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission:

Approved by Governing Board:

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PARENT/COMMUNITY OUTREACH COORDINATOR

DEFINITION:

Under the direction of the Site Administrator, serve as a liaison between the district personnel, students, parents, community and public agencies; may perform supplementary paraprofessional duties in the areas of attendance, discipline and health; coordinate and conduct various community engagement activities to support the academic achievement of students; communicate effectively both orally and in writing in English and Spanish.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develop and maintain communication between District personnel, families and community to maximize the students' educational and social growth; may interpret and translate flyers, forms, information and resources for Spanish speaking students and families; assist students and families complete required District forms, emergency cards; coordinate activities and serve as liaison and resource person to students, parents and community.
- Assist parents and families with referrals and access to community and social services resources; assist families in coping with their child's social/emotional needs, motivate students to succeed academically; assist families in completing application for services; facilitate families in securing bus passes; update lists and student information on computer system as required.
- Connect families with family engagement opportunities and assist in the coordination various special events as assigned; evaluate events for attendance, community partner participation and funds raised.
- Coordinate, recruit and actively participate in parent advisory programs such as ELAC, DLAC, Site Council, school-joint ventures and related committee meetings; schedule and facilitate individual parent meetings; assist in implementing specific school assistance programs.
- Assist in administering specific school support programs by monitoring programs, goals and objectives; coordinate presentations at community sites; attend monthly coordinator meetings, as scheduled.
- Assist in scheduling Parent-Teacher conferences; coordinate child care services during scheduled meetings; interpret and translate during meetings, school-wide events and consultations for Individual Education Plans.
- Make calls to parents and community members in English and Spanish; coordinate volunteer outreach.
- May assist front office staff in making copies, processing tardy slips, student absences from campus and parent questions; direct and assist office volunteers; make calls to parents for child pick up.
- Establish and maintain record keeping systems, logs and calendars, programs' progress, students' attendance; write reports and updates as necessary; maintain confidentiality of student information.
- Operate a variety of office equipment including a computer and assigned software.
- Communicate with administrator, counselors, teachers, parents, students and the community to exchange information and resolve issues or concerns.
- Assist administration with special projects, surveys and reports as needed.
- Participate in available training or professional development.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: Associate's degree in education, social service, behavioral science or related field and two years of experience working with culturally diverse school age youth, their parents and the community or as a primary communicator/coordinator for an organization.

Licenses and other Requirements

- Incumbents in this classification are required to speak, read and write in English and Spanish or target language.

Knowledge of:

- Community served by the district.
- Positive parenting techniques.
- Conflict resolution skills.
- Child growth and development.
- Applicable laws, codes, regulations, policies and procedures.
- State rules and regulations about student attendance.
- Identification of students with substance abuse problems.
- Awareness of the availability of community services dealing with substance and child abuse.
- Modern office practices, procedures and equipment.
- Correct oral and written usage of English and a designated second language.
- District organization, operations, regulations, policies and objectives related to position.
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a variety of office equipment, a computer and assigned software.

Ability to:

- Perform liaison duties between the District, students, parents, families, community and outside organizations.
- Communicate effectively both orally and in writing in English and a designated second language.
- Learn, apply and explain policies, procedures, rules and regulations.
- Maintain records and prepare reports.
- Read, interpret and follow rules, regulations, policies and procedures.
- Perform a wide variety of clerical functions in support of school office activities.
- Serve as a liaison between personnel, families, community resources and the public to assure smooth and efficient communications related to District programs, activities, procedures and regulations.
- Read, write, translate and interpret English and a designated second language.
- Work independently with little direction.
- Compose correspondence and written materials independently or from oral instructions.
- Type or input data at an acceptable rate of speed.
- Refer families to appropriate local agencies or school services.
- Maintain confidentiality of student information.
- Understand and resolve issues, complaints or problems.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a variety of office equipment including a computer and assigned software.
- Plan and organize work.
- Assist in health office and perform routine first aid as needed.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.
- Fast-paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting, standing or walking for extended periods of time.
- Hearing and speaking to exchange information in person or on the telephone.
- Seeing to read a variety of materials.
- Lifting, carrying, pushing or pulling moderately heavy objects.
- Bending at the waist, kneeling or crouching.
- Reaching overhead and above shoulders.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range: 27

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PRIMARY INTERVENTION STUDENT ASSISTANT

DEFINITION:

Under the direction of the Director-Student Services, provide primary intervention to individual students (TK-3rd grade) through non directive expressive play sessions that are designed to establish a positive meaningful relationship to reduce school adjustment problems; observe and monitor student behavior and document progress; perform a variety of clerical and supportive tasks.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist students referred to an assigned primary intervention with improving emotional development through non-directive and creative play; help build confidence and self-esteem in children through one-to-one and/or group interactions; enhance the social and emotional development of students by fostering healthy concepts and helping them build and improve social skills.
- Assist in the screening, assessment, selection and scheduling of identified students who are referred to or qualify for primary intervention program services.
- Utilize conversation, creative play materials, games, and other approaches to achieve identified goals with individual students.
- Observe and monitor student communication and behavior; document student behavior, progress and communication in the playroom and outdoor environments; assist students in achieving emotional development goals and meeting established school standards.
- Perform a variety of clerical and supportive tasks; compile data; maintain records, logs; session tracking sheets as directed; prepare play session materials.
- Establish rapport and meaningful relationships with referred children to reduce dysfunctional behavior in and outside the classroom; converse with children and establish an atmosphere to encourage their expression of feelings and ideas.
- Assure the health and safety of students by following established practices and procedures; maintain playroom and other learning environments in a safe, orderly and clean manner; clean and repair toys.
- Operate a variety of office equipment including a computer and assigned software; operate and maintain a variety of playroom toys.
- Communicate with teachers, counselors, school personnel to provide feedback regarding students, coordinate activities, resolve issues and conflicts and exchange information.
- Participate in meetings and attend in-services and other training programs as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and one years' experience working with children in an educational or organized learning environment; college course work in psychology, child growth and development or education may be substituted for experience.

Knowledge of:

- Student recreation activities involving sports, games, arts, crafts and techniques.

- Child guidance principles and practices.
- Positive reinforcement strategies.
- Problems and concerns of students with adjustment issues and low self-esteem.
- Diverse academic, socioeconomic, cultural and ethnic backgrounds of assigned children.
- Correct English usage, spelling, grammar, and punctuation.
- Modern office equipment, practices and techniques.
- Operation of play therapy toys and tools.
- Basic filing and record keeping methods.
- Safe practices in classroom activities.
- Classroom procedures and appropriate student conduct.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.

Ability to:

- Provide non-directive expressive play sessions.
- Work with students with dysfunctional behavior, adjustment issues and low self-esteem to change, alter and improve student self-confidence and social interaction skills.
- Monitor, supervise and report student behavior and progress according to approved policies and procedures.
- Remain calm and demonstrate patience in stressful situations
- Relate to a diverse population.
- Perform a variety of clerical duties.
- Operate a variety of office equipment including a computer and assigned software.
- Demonstrate an understanding, patient, and receptive attitude toward children.
- Understand and follow oral and written instructions.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with students and others.
- Observe health and safety regulations.
- Maintain records and files.

WORKING CONDITIONS:

Work Environment:

- Indoor/Classroom/Outdoor environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Seeing to read a variety of materials and monitor student activities.
- Hearing and speaking to exchange information.
- Reaching overhead, above the shoulders and horizontally.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 09/17/98

Approved by Governing Board: 08/12/98

Salary Range:

Revised: 12/08/93; 09/17/98

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PROGRAM ACCOUNT TECHNICIAN- FOOD NUTRITION & SERVICE

DEFINITION:

Under the direction of the Director-Food Service & Nutrition, perform a wide variety of technical accounting and operational support functions in support of the Food Nutrition & Service program; develop and maintain various financial records; receive deposits and disbursements; maintain contracts and submit required financial information to county, state and federal agencies according to funding mandates.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform a wide variety of technical accounting activities; prepare financial statements; ensure appropriate financial procedures and practices with accepted accounting principles, applicable regulations and adopted procedures.
- Monitor and process online applications; print student identification cards; record and enter all purchased products from invoices to inventory list; prepare site money deposits for delivery; ensure computer equipment checks.
- Ensure payment of District bills; maintain and send outstanding account balance memos; ensure daily bank deposits; enter sales into computerized system of student purchases; post data into general ledger and other computerized accounting system.
- Set up and maintain fiscal records on all assigned accounts; prepare, monitor and process purchase orders; set up new accounts as needed; submit authorization for payment to District Office once discrepancies have been resolved.
- Receive, verify and deposit funds for state, federal and local grants and other funding sources; maintain accurate records of transactions.
- Reconcile meal counts, including snack and supper; compare attendance factor report to meals served; complete monthly reports on computerized accounting system; calculate and enter snack sales.
- Balance bank account and vendor statements; complete CALPADS direct certifications; prepare catering invoices; balance outstanding accounts.
- Maintain program budget; update P&L report; prepare and transfer program funds as needed; prepare and transfer sales funds to County accounts.
- Prepare and pay monthly tax reports; participate in monthly secretary meeting; request budget transfers as needed.
- Respond to questions regarding interpretation of regulations, contracts, District policies and accounting procedures.
- Provide operational support to a District program; perform public relations and communication services; screen and route telephone calls, take and relay messages as appropriate; send and receive emails.
- Receive visitors, including administrators, staff and the public; provide or direct to appropriate personnel; exercise independent judgement in resolving a variety of issues and refer difficult issues to the Director as necessary; provide technical information and assistance related to program operations, policies and procedures.
- Monitor and maintain a variety of data, records and reports related to District program, financial activity, student information personnel and assigned duties; track hours for and expenditures in funding accounts and within received grant funds; ensure accuracy and completeness of data, records and reports; establish and maintain filing systems.
- Maintain records of employee timesheets and payroll entries; create “extra work” timesheets; enter employee hours and extra work completed into timesheet information system.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and at least two years experience in accounting or related field. Bachelor's degree can be substituted for experience.

Knowledge of:

- Methods, procedures and terminology used in technical accounting work.
- Financial and statistical record-keeping techniques.
- Preparation of financial statements and comprehensive accounting reports.
- General accounting, program and business functions.
- Policies and objectives of assigned programs and activities.
- Use and processing of requisitions, purchase orders, invoices and related documents.
- Preparation, review and control of assigned accounts.
- Data control procedures and data entry operations.
- Modern office practices, procedures and equipment.
- Oral and written communication skills.
- Interpersonal skills including tact, patience and courtesy.
- Arithmetic computations.

Ability to:

- Perform a variety of technical accounting and operation support duties in support of the Food Service & Nutrition program.
- Maintain accurate financial and statistical records.
- Prepare and evaluate comprehensive accounting reports and statements.
- Verify, balance and adjust accounts.
- Review, process, evaluate and verify a variety of financial information.
- Identify, investigate and resolve financial errors and discrepancies.
- Issue and distribute vendor and claim reimbursement payments as assigned.
- Receive, review and process program purchase orders and invoices.
- Monitor and audit income and expenditures.
- Type and input data at an acceptable rate of speed.
- Assemble, organize and prepare data for records and reports.
- Reconcile, balance and audit assigned accounts.
- Compare numbers and detect errors efficiently.
- Operate standard office equipment including a computer and assigned software.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Meet schedules and timelines.
- Perform arithmetic calculations quickly and accurately.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting for extended periods of time.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 5/20/2015

Approved by Governing Board: 5/20/2015

Salary Range: 33

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PROGRAM COORDINATOR-AFTER SCHOOL PROGRAMS

DEFINITION:

Under the direction of the Site Administrator, plan, organize, coordinate and implement the daily operations and activities of the after school programs; oversee and facilitate enrollment, attendance, notices, calendaring and audits; provide academic and behavioral support for students enrolled in assigned programs; develop and implement academic and enrichment activities for children participating in After School programs; provide leadership, training, guidance and direction to assigned personnel to support the program's vision for participants; create and maintain necessary records, files, and reports for an assigned program.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, organize, coordinate and implement the daily operations and activities of the District's after school programs; collaborate with administrators, teachers and other personnel to assure programs comply with licensing requirements, grant requirements, State and federal laws, rules and regulations.
- Provide academic and behavioral support for students enrolled in assigned programs; develop and implement academic and enrichment activities for children participating in Afterschool programs; plan and develop indoor and outdoor activities and routines; oversee curriculum delivery and ensure alignment with the regular school day academic efforts and state standards.
- Monitor and review staff time sheets, delivery of lessons, and performance; monitor and provide input to site principal in the evaluation of program support staff; serve as a District liaison in absence of other school personnel after school.
- Coordinate schedules for students, paraprofessionals, enrichment providers, agency personnel and volunteers.
- Confirm that students are signed in/out daily and that parents use appropriate sign out procedures, ensuring safe student release to appropriate parties.
- Observe, guide and support positive student behavior in the classroom during assigned after school programs according to approved District policies and procedures; report progress regarding student performance and behavior.
- Assure the health and safety of students by following established practices and procedures; maintain learning environment in a safe, orderly and clean manner.
- Order, receive, distribute and store after school program snacks, meals, supplies and equipment; follow food ordering procedures; monitor and assure safe food handling protocol by staff and students.
- Prepare and maintain a variety of reports, records and files related to personnel and program activities including attendance and enrollment; generate and maintain spreadsheets.
- Provide basic first aid according to established policies, procedures and directions; maintain required logs or reports of ill or injured students.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; maintain communication with parents and families regarding program and individual student needs.
- Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work.
- Attend and participate in meetings and in-service trainings as required.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years experience working with children in an organized or learning environment including some experience conducting educational program activities.
- Incumbents must meet requirements specified under Every Student Succeeds Act (ESSA). Special Qualifications upon hire for positions at a school site that is supported by Title I funds include:
    - Completed at least two years of study at an institution of higher education OR
    - Obtained an associate's or higher degree (college level) OR
    - Met (pass) a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Licenses and other Requirements

- Valid Class C California Driver's License.
- Valid First Aid and CPR Certificate.
- Bilingualism in a designated second language other than English preferred.

Knowledge of:

- Planning, organization, coordination and implementation of After School programs, activities and services.
- Student instructional and recreational activities.
- Basic instructional methods and techniques.
- Principles and practices of training.
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.
- Applicable laws, codes, regulations, policies and procedures.
- Student behavior management strategies.
- Supervision techniques to provide clear direction and effective support to program support staff and students.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Community service organizations.
- Basic first aid principles and techniques.
- Oral and written presentations techniques.

Ability to:

- Train, and provide guidance and direction to assigned personnel.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Prepare and maintain records and files.

- Learn policies, program, and grant requirements and apply them with good judgment in a variety of procedural situations.
- Maintain accurate records and prepare reports.
- Prepare and present oral presentations.
- Work independently and constructively contribute to a collaborative team.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor environment.
- Fast-paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office equipment.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: July 5, 2011

Approved by Governing Board: August 17, 2011

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

PROGRAM SUPPORT ASSISTANT

DEFINITION:

Under the direction of the department administrator, perform a variety of clerical duties related to support of an assigned school resource program and related activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, organize and perform a variety of administrative support and technical duties in support of the day-to-day operations of assigned program and coordination of component functions.
- Compile information and prepare and maintain a variety or records and reports related to students, participation, enrollment and assigned activities; establish and maintain filing systems; prepare and distribute a variety of correspondence, forms and other documents pertaining to program activities.
- Compose and prepare reports, correspondence, memorandum and other written documents for assigned program; distribute information concerning program functions and monthly budget.
- Maintain routine records, logs and files related to resource or related center use; assist in the coordination and dissemination of reports; respond to inquiries and requests for information; collect timesheets from program staff; create agendas for required monthly meetings.

Migrant Student Services:

- Plan, coordinate and monitor grant funding for Migrant Student program; monitor and manage student data, including eligibility of services; compile requested data into program reports and records.
- Monitor program expenditures; budget summer and regular school year services; maintain records of invoices, mileage reimbursements, contract work agreements.
- Coordinate Parent Advisory Committee meetings and parent education programs for preschoolers to out of school youth; plan and coordinate supplemental summer school services; manage student assessments.
- Communicate with parents, students, site administrators to monitor student progress, invite to special events, and provide information of Migrant Student Services.

Transportation Services:

- Utilize two-way radio to maintain constant contact with bus drivers; respond to calls from parents regarding bus routes and schedules; communicate with classroom teachers regarding bus schedules; relay accident and emergency medical information to CHP, Fire Department, District staff, and parents; maintain flow of operations and communications of Transportation Department in absence of the Supervisor-Transportation.
- Process requisitions; manage purchase and change orders; monitor monies available; arrange for budget transfers; log in invoices; submit for payments.
- Serve as communication and logistics central contact for school bus routes, schedules and operational activities.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and one year of clerical experience with frequent public contact.

  Bilingualism in a designated second language is preferred.

Knowledge of:

- District practices, procedures and terminology.
- Instructional reference materials and sources.
- Books and materials appropriate for specific ages and grade levels.
- Filing, indexing and inventory procedures.
- Diverse academic, socioeconomic, cultural, and ethnic backgrounds of non-English speaking students.
- Principles of training and providing work direction.
- Modern office practices, procedures and equipment.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communications skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic research methods.
- Basic computer operations.

Ability to:

- Provide instructional resource services and assistance to students and staff.
- Utilize a two-way radio as needed by assignment.
- Maintain instructional materials inventory and related records.
- Provide circulation desk services and shelve resource materials.
- Provide research skills and orientation.
- Apply and explain District rules, regulations and policies.
- Process a variety of instructional materials.
- Train and provide work direction to others.
- Basic operation of a computer terminal and data entry techniques.
- Perform clerical duties such as filing, duplications and typing.
- Maintain resource site in a neat and orderly condition.
- Work independently with little direction.
- Establish and maintain effective working relationships with others and maintain regular attendance.
- Maintain records and prepare reports.
- Communicate effectively both orally and in writing.

WORKING CONDITIONS:

Work Environment:

- Indoor/Outdoor environment.
- Fast paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting or standing for extended period of time.
- Reaching overhead and above shoulders.
- Repetitive hand and body motions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range:

Revised:

SANTA CRUZ CITY SCHOOLS

JOB DESCRIPTION

REGISTRAR

DEFINITION:

Under the direction of the Site Administrator, perform various specialized duties in the preparation and maintenance of manual and automated scholastic records, transcripts and cumulative files; record grades for incoming students; update grades in computer system; obtain and respond to requests for student records, transcripts and information; assist with enrollment and registration of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform various specialized and responsible duties in the preparation, and maintenance of manual and automated scholastic records, school transcripts and student ingoing and outgoing cumulative files; utilize computer system to record and make grade changes for incoming and current students.
- Provide grade and education verification for employment and school transfer purposes; maintain record of education verification consent form indicating requesting agency and reason for request.
- Establish and maintain permanent student records; enter transcripts into computer data system; review and alter grades as needed.
- Request student records for incoming students; maintain record of transcript requests and process fees for transcripts as necessary; process registration requests, new enrollments and withdrawals according to established procedures; process transcript requests for current and former students.
- Respond to inquiries from students, parents, staff, schools, alumni and various outside agencies concerning student information; provide official or unofficial transcripts and information related to student grades, credits, graduation status and related data; assist with printing and preparing transcripts for mailing.
- Organize or assist School Admin. Asst. III to schedule shadow and site visits for student visits to District secondary schools; maintain record of student shadow visit requests; prepare lists of graduating students; order diplomas and certificates; prepare for senior awards night.
- Prepare a variety of letters, forms, applications, packets, memoranda, reports and correspondence related to school activities, senior graduation status, student demographics and related information; disseminate materials and information to students, staff, parents and the public according to established procedures.
- Assist parents in accessing student information portal.
- Support in enrolling and registering students; support counselors in assisting students.
- Communicate with personnel, administrators and various outside agencies and schools to exchange information and resolve issues and concerns; respond to teacher requests for student information accordingly.
- Initiate and receive telephone calls, greet visitors politely and provide information and assistance to students, parents, staff and the public regarding student grades, enrollment and related policies and procedures.
- Operate a variety of office equipment including a copier, fax machine, computer and assigned software.
- Assist School Administrative Assistant III and Counseling Secretary.

OTHER DUTIES:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Any combination equivalent to: graduation from high school and two years of clerical experience or a four-year college degree.

  Bilingualism in a designated second language may be preferred.

Knowledge of:

- Applicable laws, codes, regulations, policies and procedures.
- Transcript evaluation, maintenance and processing methods, procedures and guidelines.
- State and organizational requirements for graduation.
- Modern office practices, procedures and equipment.
- Record-keeping, report preparation and filing techniques.
- Oral and written communication skills.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Data entry techniques.

Ability to:

- Prepare, maintain, modify and evaluate manual and automated scholastic records.
- Obtain and respond to requests for student records and information.
- Monitor and assess student records to identify graduation deficiencies and eligibilities.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Determine appropriate action within clearly defined guidelines.
- Answer telephones and greet the public courteously.
- Type or input data at an acceptable rate of speed.
- Work independently with little direction.
- Plan and organize work.
- Meet schedules and timelines.
- Maintain confidentiality of sensitive and privileged information.
- Compile, assemble, verify and prepare data for records and reports.
- Operate a variety of office equipment including a computer and assigned software.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others and maintain regular attendance.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office environment.
- Fast paced work environment with changing needs.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.
- Lifting, carrying, pushing and pulling light objects.
- Reaching overhead and above shoulders to retrieve and store files.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

Approved by Personnel Commission: 9/17/1998

Approved by Governing Board: 8/12/1998

Salary Range: 28

Revised:

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SANTA CRUZ CITY SCHOOLS DISTRICT

AGENDA ITEM: Opening of Sunshine Period for Santa Cruz Council of Classified Employees to the Santa Cruz City Schools for the 2017-18 School Year

DATE: April 18, 2017

FROM: Molly Parks, Assistant Superintendent, Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:
To receive the Santa Cruz City Council of Classified Employees 2017-18 contract proposals to Santa Cruz City Schools for sunshining.

BACKGROUND:
The Santa Cruz City Council of Classified Employees contract proposals are being submitted for sunshining at the April 18, 2018 Board Meeting. This in accordance with the Employees Relations Act for public notice of contract proposals before official negotiations may begin.

FISCAL IMPACT:
Undetermined at this time.

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

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

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

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SANTA CRUZ COUNCIL OF CLASSIFIED EMPLOYEES
LOCAL 6084
501 MISSION ST #11
SANTA CRUZ, CA 95060

To: Assistant Superintendent of Human Resourses

March 28, 2018

Opening negotiations for this year addressing the following:

- Implementation of the AB 119
- Wages

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