



**SPRECKELS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
THURSDAY, FEBRUARY 26, 2026**

OPEN SESSION: 6:30 p.m., District Office, Board Room

CLOSED SESSION: 6:35 p.m., District Office, Conference Room

OPEN SESSION: 7:00 p.m., District Office, Board Room

AGENDA

Public Participation

Members of the public are welcome to participate in the meetings of the Board. If a member of the public desires to address the Board, that individual needs to complete a speaker request form and indicate if the specific agenda item that they wish to address, or if the item is for general public comment on any item within the subject matter jurisdiction of the Board. Comments on all topics, both those on the agenda and those not on the agenda, will be made at the beginning of the meeting during the time designated for "Individuals desiring to address the Board." General public comments will generally be heard first, followed by comment on specific agenda items. The Board President may limit the time of presentation to three minutes per speaker, per subject, and a maximum of twenty minutes for each subject matter. No action may be taken by the Board on matters not on the agenda unless Government Code 54954 is evoked by the Trustees.

Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date

1. Opening Business

1.1 Call Public Session to Order

1.2 Roll Call

- Chris Hasegawa, President
- Stephanie McMurtrie Adams, Vice President
- Peter Odello, Clerk
- Frank Devine, Member
- Roseanna Guerrero, Member

1.3 Disclosure of item(s) to be discussed in closed session

1. Conference with labor negotiators: Provide direction to district negotiators regarding negotiations with:
 - a. California School Employees Association
 - b. Spreckels Teachers Association
 - c. Unrepresented employees
(Management/supervisory/confidential)unit
2. Public Employee discipline/dismissal/release/complaint
3. Liability Claims and Potential Litigations

1.4 Public Comment on Closed Session Items

MOTION TO ADJOURN TO CLOSED SESSION

BY: _____ SECONDED BY: _____

AYES ____ NOES: _____ ABSENT: _____

2. Closed Session, 6:35 p.m. - 6:55 p.m.

The Board of Trustees will meet to consider matters appropriate for closed session in accordance with Government Code Sections 3549.1, 54956.7 through 54957.7 and Education Code Section 35146.

Note: In the event that all closed session items listed have not been discussed in the time allotted, the closed session will reconvene at the end of open session

MOTION TO RECONVENE TO OPEN SESSION

BY: _____ SECONDED BY: _____

AYES ____ NOES: _____ ABSENT: _____

3. Reconvening to Open Session

3.1 Pledge of Allegiance

3.2 Adoption of Agenda

MOTION TO APPROVE THE AGENDA

BY: _____ SECONDED BY: _____

AYES _____ NOES: _____ ABSENT: _____

3.3 Announcement of action(s) taken in closed session (if any)

3.4 Recognition

- Carl Christmore, Crossing Guard

3.5 Individuals desiring to address the Board (items not on the agenda)

3.6 Individuals desiring to address the Board (specific agenda items)

3.7 Bargaining unit presentations (five minutes for each):

1. Spreckels Teachers Association
2. California School Employees Association

3.8 Board member comments

3.9 Oral and written communications

3.10 Reports

- Superintendent
- Buena Vista Middle School principal
- Spreckels Elementary School principal
- SUEF, PTO, BVBC representatives

4. Business

Information

4.1 Program Updates

1. Facilities
2. Food Service
3. Transportation
4. Technology

5. Special Education (quarterly report)

- 4.2 [2025-26 January Fund Balance Report.pdf](#)  8 - 51
- 4.3 2025-26 Report of School District Attendance - Period One 52 - 61
- [ADA Historical Comparison P1 2025-26.pdf](#) 
 - [2025-26 P-1 Attendance Summary & Certification.pdf](#) 
- 4.4 Governor's Proposals for the 2026-27 State Budget and K-12 Education 62 - 80
- [Governor's Budget Presentation.pdf](#) 
- 4.5 [2025-26 Review of First Interim Report Spreckels Union Elementary School District.pdf](#)  81 - 83

Action

- 4.6 [25-26 13 Board Resolution - Non-reelection of Temporary or Probationary Employee.pdf](#)  84 - 85
- MOTION TO _____ BY ROLL CALL VOTE 2025-26 13 BOARD RESOLUTION - NON REELECTION OF TEMPORARY OR PROBATIONARY EMPLOYEES
- BY: _____ SECONDED BY: _____
- _____ FRANK DEVINE
- _____ ROSEANNA GUERRERO
- _____ CHRIS HASEGAWA
- _____ STEPHANIE MCMURTRIE-ADAMS
- _____ PETER ODELLO
- 4.7 District Efficiency Enhancements 86 - 105
- [Frontline Comparative Analytics 011924 - Q-251563 - Spreckels.pdf](#) 
 - [Workstation Laptop Replacements PTJN094.pdf](#) 
 - [Spreckels Union Elementary, CA - 0637710 - Smart Sites.pdf](#) 
 - [Quote For Spreckels School District - 12 Users PandaDocs.pdf](#) 
 - [Spreckels Union School District Mail - Informed K12.pdf](#) 
 - [SUSD Docusign Proposal.pdf](#) 
- MOTION TO _____ DISTRICT EFFICIENCY ENHANCEMENTS
- BY: _____ SECONDED BY: _____
- AYES _____ NOES: _____ ABSENT: _____

- 4.8 ELOP Program Update - Ag Science 106 - 148
- [20260128 - Spreckels Unified School District - ELOP Ag Science Pathway Pilot.pdf](#) 
 - [MOU between SUSD and Kairos 2-13-2026B.pdf](#) 
- MOTION TO _____ ELOP Program Update - Ag Science

BY: _____ SECONDED BY: _____
AYES ____ NOES: _____ ABSENT: _____

5. Curriculum/Instruction

Information

- 5.1 Bullying Prevention Update
- 5.2 Curricular Focus
- None for February

Action

- None

6. Personnel

Information/Action

None

7. Administration

Information

- 7.1 Committees Update
- 7.2 [2026 LCAP Mid-Year Report for the 2025 26 LCAP Spreckels Union School District.pdf](#)  149 - 170

Action

- 7.3 [FINAL READ November 2025 Guidesheet.pdf](#)  171 - 178
- MOTION TO _____ FINAL READ NOVEMBER 2025 GUIDESHEET

BY: _____ SECONDED BY: _____

AYES _____ NOES: _____ ABSENT: _____

7.4 [FIRST READ January 2026 Guidesheet.pdf](#)  179 - 183

MOTION TO _____ FIRST READ JANUARY 2026 GUIDESHEET

BY: _____ SECONDED BY: _____

AYES _____ NOES: _____ ABSENT: _____

7.5 [2025 Comprehensive School Safety Plan .pdf](#)  184 - 265

MOTION TO _____ 2025 COMPREHENSIVE SAFETY SCHOOL PLAN

BY: _____ SECONDED BY: _____

AYES _____ NOES: _____ ABSENT: _____

8. Consent Items

All items under the consent agenda may be discussed and considered separately or may be entered under one motion and action or individually at the Board's prerogative

Approval of board meeting minutes

8.1 [1.15.2026 BUDGET STUDY SESSION - MINUTES.pdf](#)  266 - 274

8.2 [1.15.2026 BOARD MEETING - MINUTES.pdf](#)  275 - 312

Business

8.3 [January 2026 Board Report of Checks.pdf](#)  313 - 315

8.4 Contracts 316 - 317

- [MOU Spreckles Union School District - MPCCD.pdf](#) 

8.5 Donation Listing

- NONE

8.6 Surplus Inventory 318

- [Hand Held Radio Purge 2-26.pdf](#) 

8.7 Personell 319 - 320

- Public Resignation/Retirement/Termination

NAME	ASSIGNMENT	EFFECTIVE DATE
ARROYO, ROBERT.pdf 	SS CUSTODIAN	2/17/2026
SIERRA-JONES, CHRISTINA.pdf 	SPED COORD	6/30/2026

- Public Employment

NAME	ASSIGNMENT	EFFECTIVE DATE
MASRI, AHMAD	HR COOR/EX ADMIN ASST	1/26/2026
MANZO, MOISES	BV SPANISH TEACHER	1/11/2026
WILKINSON, RACHELE	SS TEACHER/JOB SHARE	1/11/2026

MOTION TO APPROVE CONSENT ITEMS

BY: _____ SECONDED BY: _____
 AYES ____ NOES: _____ ABSENT: _____

9. Future Agenda Items

March 19 board meeting, District Office @7:00pm

- Subsequent Master Agenda Calendar
- 2026-27 Initial Class Configurations
- 2024-25 Second Interim report

10. Adjournment

MOTION TO ADJOURN

BY: _____ SECONDED BY: _____
 AYES: _____ NOES: _____ ABSENT: _____

Posted 2/24/2026

Fiscal26a

Fund Balance Summary (SACS)

Fund 01 - General Fund		Fiscal Year 2026 through 01/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	10,220,769.00	6,171,729.61		4,049,039.39	40%
Federal Revenue	(8100-8299)	225,912.00	33,923.98		191,988.02	85%
Other State Revenue	(8300-8599)	1,254,205.00	638,155.18		616,049.82	49%
Other Local Revenue	(8600-8799)	1,172,829.00	754,247.71		418,581.29	36%
Total Revenues		12,873,715.00	7,598,056.48		5,275,658.52	41%
EXPENDITURES						
Certificated Salaries	(1000-1999)	4,418,561.00	2,306,580.12	.00	2,111,980.88	48%
Classified Salaries	(2000-2999)	1,939,974.00	1,009,089.46	.00	930,884.54	48%
Employee Benefits	(3000-3999)	3,071,561.00	1,323,293.35	.00	1,748,267.65	57%
Books and Supplies	(4000-4999)	697,028.00	457,395.58	118,377.62	121,254.80	17%
Services & Operating Expenses	(5000-5999)	2,439,833.00	1,064,801.50	337,322.19	1,037,709.31	43%
Capital Outlay	(6000-6999)	448,168.00	13,116.00	150,718.65	284,333.35	63%
Other Outgo	(7100-7299, 7400-7499)	696,171.00	426,961.47	.00	269,209.53	39%
Total Expenditures		13,711,296.00	6,601,237.48	606,418.46	6,503,640.06	47%
Operating Surplus/(Deficit)		(837,581.00)	996,819.00	390,400.54		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7600-7629)	155,219.00	.00	.00	155,219.00	100%
Total Other Financing Sources/Uses		(155,219.00)	.00	.00	(155,219.00)	100%
Net Surplus/(Deficit)		(992,800.00)	996,819.00	390,400.54		
Beginning Fund Balance		8,712,187.00	8,712,185.77	8,712,185.77		
Net Ending Fund Balance		7,719,387.00	9,709,004.77	9,102,586.31		
*** calculated ***						

Fiscal26a

Fund Balance Summary (SACS)

Fund 08 - Student Activity Revenue Fund		Fiscal Year 2026 through 01/31/2026			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	8,587.00	8,611.46	8,611.46		
Net Ending Fund Balance	8,587.00	8,611.46	8,611.46		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	8,587.00	.00			
Ending Fund Balance	8,587.00	.00			

Fiscal26a

Fund Balance Summary (SACS)

Fund 13 - Cafeteria Fund		Fiscal Year 2026 through 01/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Federal Revenue	(8100-8299)	72,452.00	17,691.02		54,760.98	76%
Other State Revenue	(8300-8599)	317,468.00	62,578.13		254,889.87	80%
Other Local Revenue	(8600-8799)	2,294.00	(2,293.58)		4,587.58	200%
Total Revenues		392,214.00	77,975.57		314,238.43	80%
EXPENDITURES						
Classified Salaries	(2000-2999)	81,696.00	43,704.36	.00	37,991.64	47%
Employee Benefits	(3000-3999)	56,677.00	29,647.97	.00	27,029.03	48%
Books and Supplies	(4000-4999)	64,510.00	28,192.94	190.40	36,126.66	56%
Services & Operating Expenses	(5000-5999)	344,550.00	184,328.69	149,017.08	11,204.23	3%
Total Expenditures		547,433.00	285,873.96	149,207.48	112,351.56	21%
Operating Surplus/(Deficit)		(155,219.00)	(207,898.39)	(357,105.87)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	155,219.00	.00		155,219.00	100%
Total Other Financing Sources/Uses		155,219.00	.00		155,219.00	100%
Net Surplus/(Deficit)		.00	(207,898.39)	(357,105.87)		
Net Ending Fund Balance		.00	(207,898.39)	(357,105.87)		
*** calculated ***						

Fiscal26a

Fund Balance Summary (SACS)

Fund 14 - Deferred Maintenance Fund		Fiscal Year 2026 through 01/31/2026			
	Budget	Actual	Encumbrance	Balance	Avail
REVENUES					
Other Local Revenue (8600-8799)	.00	233.90		(233.90)	0%
Total Revenues	.00	233.90		(233.90)	0%
Operating Surplus/(Deficit)	.00	233.90	233.90		
Beginning Fund Balance	8,930.00	9,237.79	9,237.79		
Net Ending Fund Balance	8,930.00	9,471.69	9,471.69		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	8,930.00	.00			
Ending Fund Balance	8,930.00	.00			

Fiscal26a

Fund Balance Summary (SACS)

Fund 21 - Building Fund		Fiscal Year 2026 through 01/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	1,178.83		(1,178.83)	0%
Total Revenues		.00	1,178.83		(1,178.83)	0%
EXPENDITURES						
Services & Operating Expenses	(5000-5999)	.00	2,898.00	.00	(2,898.00)	0%
Total Expenditures		.00	2,898.00	.00	(2,898.00)	0%
Operating Surplus/(Deficit)		.00	(1,719.17)	(1,719.17)		
Beginning Fund Balance		46,570.00	46,569.38	46,569.38		
Net Ending Fund Balance		46,570.00	44,850.21	44,850.21		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		42,030.00	.00			
Ending Fund Balance		42,030.00	.00			

Fiscal26a

Fund Balance Summary (SACS)

Fund 25 - Developer Fees		Fiscal Year 2026 through 01/31/2026				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	31,161.73		(31,161.73)	0%
Total Revenues		.00	31,161.73		(31,161.73)	0%
EXPENDITURES						
Services & Operating Expenses	(5000-5999)	.00	2,796.00	.00	(2,796.00)	0%
Total Expenditures		.00	2,796.00	.00	(2,796.00)	0%
Operating Surplus/(Deficit)		.00	28,365.73	28,365.73		
Beginning Fund Balance		788,949.00	826,215.12	826,215.12		
Net Ending Fund Balance		788,949.00	854,580.85	854,580.85		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		788,949.00	.00			
Ending Fund Balance		788,949.00	.00			

Fiscal26a

Fund Balance Summary (SACS)

Fund 35 - School Facility Program (Regul		Fiscal Year 2026 through 01/31/2026			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	327.00	328.85	328.85		
Net Ending Fund Balance	327.00	328.85	328.85		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	327.00	.00			
Ending Fund Balance	327.00	.00			

Fiscal26a

Fund Balance Summary (SACS)

Fund 40 - Special Reserve - Capital Out		Fiscal Year 2026 through 01/31/2026			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	1,609,436.00	.00	.00		
Net Ending Fund Balance	1,609,436.00	.00	.00		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,609,436.00	.00			
Ending Fund Balance	1,609,436.00	.00			

01 - General Fund		Fiscal Year 2025/26 Through January		
Object	Description	Budgeted	Revenue	Ending Balance
Revenue Detail				
LCFF Revenue Sources				
8011	Revenue Limit State Aid - Curr	4,671,072.00	3,012,046.00	1,659,026.00
8012	EPA Entitlement	1,654,359.00	1,051,190.00	603,169.00
8021	Home Owners Exemption	10,585.00	5,567.40	5,017.60
8041	Secured Tax Rolls	3,133,285.00	1,857,525.01	1,275,759.99
8042	Unsecured Roll Taxes	166,468.00	157,568.99	8,899.01
8043	Prior Years' Taxes	31,316.00	40,218.15	8,902.15-
8044	Supplemental Taxes	59,799.00	43,924.12	15,874.88
8045	Education Revenue Augmentation	182,129.00		182,129.00
8047	Community Redevelopment Funds	162.00	58.07	103.93
8048	Penalties and Interest from De		3,631.87	3,631.87-
	Total LCFF Revenue Sources	9,909,175.00	6,171,729.61	3,737,445.39
Federal Revenue				
8181	Special Education - Entitlemen	133,138.00		133,138.00
8182	Sp Ed Discretionary Grant	11,146.00	1,233.98	9,912.02
8290	All Other Federal Revenues	86,514.00	32,690.00	53,824.00
	Total Federal Revenue	230,798.00	33,923.98	196,874.02
Other State Revenues				
8550	Mandated Cost Reimbursements	32,039.00	31,717.00	322.00
8560	State Lottery Revenue	230,004.00	111,438.68	118,565.32
8590	All Other State Revenues	843,510.00	494,999.50	348,510.50
	Total Other State Revenues	1,105,553.00	638,155.18	467,397.82
Other Local Revenue				
8625	Comm. Redevelop. Fds Not Sub.		32.77	32.77-
8660	Interest	202,700.00	232,393.06	29,693.06-
8662	Gains or Losses on Investments	50,000.00		50,000.00
8675	Transportation Fees from Indiv	48,000.00	34,333.00	13,667.00
8689	All Other Fees and Contracts	46,732.00	46,732.00	.00
8699	All Other Local Revenues	160,079.00	79,638.73	80,440.27
8792	Transfers of Apportionments Fr	675,724.00	361,118.15	314,605.85
	Total Other Local Revenue	1,183,235.00	754,247.71	428,987.29
	Total Revenues	12,428,761.00	7,598,056.48	4,830,704.52

Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
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Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 72, Starting Period = 1, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y, Fund = 01)

01 - General Fund		Fiscal Year 2025/26 Through January			
Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail					
Certificated Salaries					
1100	Teachers` Salaries	3,797,111.00		1,840,779.63	1,956,331.37
1200	Certificated Pupil Support Sal	168,776.00		92,018.99	76,757.01
1300	Certificated Supervisors' and	410,813.00		235,113.19	175,699.81
1900	Other Certificated Salaries	227,142.00		138,668.31	88,473.69
Total Certificated Salaries		4,603,842.00	.00	2,306,580.12	2,297,261.88
Classified Salaries					
2100	Instructional Aides' Salaries	347,931.00		179,472.88	168,458.12
2200	Classified Support Salaries	537,377.00		317,987.60	219,389.40
2300	Classified Supervisors' and Ad	497,434.00		280,963.17	216,470.83
2400	Clerical & Office Salaries	175,917.00		102,260.43	73,656.57
2900	Other Classified Salaries	248,654.00		128,405.38	120,248.62
Total Classified Salaries		1,807,313.00	.00	1,009,089.46	798,223.54
Employee Benefits					
3101	State Teachers` Retirement Sys	1,271,819.00		410,422.34	861,396.66
3102	State Teachers` Retirement Sys			1,757.20	1,757.20-
3201	Public Employees` Retirement S	45,048.00		25,525.24	19,522.76
3202	Public Employees` Retirement S	457,249.00		238,906.21	218,342.79
3301	Social Security/Medicare/Alter	80,240.00		38,849.31	41,390.69
3302	Social Security/Medicare/Alter	127,894.00		69,334.63	58,559.37
3401	Health & Welfare Benefits, cer	692,398.00		279,757.91	412,640.09
3402	Health & Welfare Benefits, cla	375,846.00		180,699.87	195,146.13
3501	State Unemployment Insurance,	2,462.00		1,150.46	1,311.54
3502	State Unemployment Insurance,	960.00		495.31	464.69
3601	Worker`s Compensation Insuranc	80,196.00		39,090.38	41,105.62
3602	Worker`s Compensation Insuranc	31,615.00		16,825.02	14,789.98
3701	Retiree Benefits, certificated	14,352.00		3,673.62	10,678.38
3702	Retiree Benefits, classified	5,956.00		2,003.30	3,952.70
3901	Other Benefits, certificated	24,644.00		14,802.55	9,841.45
Total Employee Benefits		3,210,679.00	.00	1,323,293.35	1,887,385.65
Books and Supplies					
4300	Materials and Supplies	551,458.00	18,087.05	413,716.02	119,654.93
4310	Materials and Supplies - Gasol	30,500.00	3,365.58	8,641.42	18,493.00
4350	Materials and Supplies-Invento	131,329.00	53,186.74	33,888.60	44,253.66
4400	Noncapitalized Equipment	500.00	43,738.25	1,149.54	44,387.79-

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Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 72, Starting Period = 1, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y, Fund = 01)



01 - General Fund		Fiscal Year 2025/26 Through January			
Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Expenditure Detail (continued)					
Total Books and Supplies		713,787.00	118,377.62	457,395.58	138,013.80
Services and Other Operating Expenditures					
5200	Travel and Conferences	18,729.00	350.00	8,964.01	9,414.99
5300	Dues and Memberships	17,451.00		13,171.00	4,280.00
5450	Other Insurance	117,488.00		129,951.00	12,463.00-
5510	Gas	18,000.00	12,548.84	4,530.77	920.39
5520	Electricity	91,510.00	18,136.70	52,494.12	20,879.18
5530	Water	47,000.00	6,692.44	29,307.56	11,000.00
5540	Sewer	12,868.00	6,700.08	6,165.36	2.56
5550	Garbage	48,570.00	23,697.90	24,866.82	5.28
5570	Pest Control	9,200.00	4,080.00	4,080.00	1,040.00
5600	Rentals, Leases and Repairs	13,000.00		5,380.67	7,619.33
5610	Maintenance Agreements	16,200.00		10,129.00	6,071.00
5630	Leases and Rentals	26,161.00	829.51	23,807.54	1,523.95
5800	Professional/Consulting Servic	1,499,644.00	249,604.77	706,738.18	543,301.05
5810	Prof. Services & Operating Exp	21,000.00		11,506.50	9,493.50
5820	Prof. Services & Operating Exp	50,000.00	816.68	19,183.32	30,000.00
5890	Prof. Services & Operating Exp	850.00	300.00	150.00	400.00
5910	Communications - Telephone	35,370.00	11,608.40	10,942.40	12,819.20
5930	Communications - Postage	4,950.00	277.82	2,112.30	2,559.88
5940	Communications - Cellular Phon	3,000.00	1,679.05	1,320.95	.00
Total Services and Other Operating Expenditures		2,050,991.00	337,322.19	1,064,801.50	648,867.31
Capital Outlay					
6200	Buildings and Improvement of B			13,116.00	13,116.00-
6274	Buildings - Other Construction	417,796.00			417,796.00
6290	Buildings - Inspection	15,000.00			15,000.00
6400	Equipment - Over \$5000 per uni	15,372.00	150,718.65		135,346.65-
Total Capital Outlay		448,168.00	150,718.65	13,116.00	284,333.35
Tuition					
7142	Other Tuition, Excess Costs, a	400,540.00		230,450.45	170,089.55
Total Tuition		400,540.00	.00	230,450.45	170,089.55
Debt Service					
7438	Debt Service Interest	196,512.00		196,511.02	.98
Total Debt Service		196,512.00	.00	196,511.02	.98

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Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 72, Starting Period = 1, Ending Period = 7, Zero Amounts? = N, Use SACS? = N, Restricted? = Y, Fund = 01)

Fiscal11a

Period Statement of Revenues and Expenditures

01 - General Fund		Fiscal Year 2025/26 Through January			
Total Expenditures		13,431,832.00	606,418.46	6,601,237.48	6,224,176.06
Object	Description	Budgeted	Encumbrance	Actual	Ending Balance
Other Financing Uses					
Interfund Transfers Out					
7616	From General Fund to Cafeteria	182,218.00-			182,218.00-
	Total Interfund Transfers Out	<u>182,218.00-</u>	<u>.00</u>	<u>.00</u>	<u>182,218.00-</u>
	Total Other Financing Uses	<u>182,218.00-</u>	<u>.00</u>	<u>.00</u>	<u>182,218.00-</u>
Excess Revenues (Expenditures)				996,819.00	

Fiscal12a

Cashflow Summary

Fund 01 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
A. BEGINNING CASH	9110		9,533,891.56	9,110,640.48	8,903,704.13	9,317,622.62	9,451,940.52	9,049,078.57
B. RECEIPTS								
LCFF Revenue Sources								
Principal Apportionment	8010-8019		684,556.00	684,556.00	1,210,151.00	684,556.00		
Property Taxes	8020-8079		1,180.52		11,996.71	1,642.00	166,910.60	1,811,993.70
Miscellaneous Funds	8080-8099							
Federal Revenues	8100-8299							25,190.00
Other State Revenues	8300-8599		61,993.00	61,993.00	61,993.00	301,790.50	50,172.00	5,470.50
Other Local Revenues	8600-8799		41.00	16,840.70	8,765.93	268,236.86	259,834.30	20,377.44
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	745,409.48	763,389.70	1,292,906.64	1,252,941.36	476,916.90	1,863,031.64
C. DISBURSEMENTS								
Certificated Salaries	1000-1999		51,347.54	350,611.33	381,933.42	370,106.17	371,890.17	421,440.63
Classified Salaries	2000-2999		84,127.69	149,956.25	151,128.17	153,613.99	153,089.99	162,609.56
Employee Benefits	3000-3999		58,477.75	198,316.11	202,887.85	204,897.41	221,389.70	222,781.87
Books and Supplies	4000-4999			132,564.87	125,869.13	114,359.14	37,652.97	18,845.58
Services	5000-5999		220,929.78	187,111.00	151,191.34	141,021.93	108,880.48	101,327.66
Capital Outlay	6000-6599							13,116.00
Other Outgo	7000-7499		100,856.57	5,268.00	67,577.90	5,268.00	94,023.51	100,922.45
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	515,739.33	1,023,827.56	1,080,587.81	989,266.64	986,926.82	1,041,043.75
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199	47,186.80						
Accounts Receivable	9200-9299	396,288.40	85,319.00	74,000.00	159,957.26	154,857.26	88,773.57	30,166.46
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
JBTOTAL ASSETS		443,475.20	85,319.00	74,000.00	159,957.26	154,857.26	88,773.57	30,166.46
continued)								

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 01 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	1,143,737.89	738,225.80-	20,485.66-	41,992.40	23,509.44	19,988.14	15,169.71	
Due To Other Funds	9610	86,929.86							
Current Loans	9640								
Unearned Revenues	9650	34,513.24							
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		1,265,180.99	738,240.23-	20,498.49-	41,642.40	25,500.44	18,374.40	14,876.71	
<u>Nonoperating</u>									
Suspense Clearing	9910		14.43-	12.83-	350.00-	1,991.00	1,613.74-	293.00-	
TOTAL BALANCE SHEET ITEMS		821,705.79	652,921.23-	53,501.51	201,599.66	129,356.82-	107,147.97	45,043.17	
E. NET INCREASE/DECREASE									
B - C + D			423,251.08-	206,936.35-	413,918.49	134,317.90	402,861.95-	867,031.06	
F. ENDING CASH (A + E)			9,110,640.48	8,903,704.13	9,317,622.62	9,451,940.52	9,049,078.57	9,916,109.63	
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 01 - Actuals through January								Fiscal Year 2025/26	
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	9,916,109.63						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019	799,417.00						4,063,236.00	6,325,431.00
Property Taxes	8020-8079	120,415.12						2,108,493.61	3,583,744.00
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299	8,733.98						33,923.98	230,798.00
Other State Revenues	8300-8599	94,743.18						638,155.18	1,105,553.00
Other Local Revenues	8600-8799	180,151.48						754,247.71	1,183,235.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,203,460.76	.00	.00	.00	.00	.00	7,598,056.48	12,428,761.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	359,250.86						2,306,580.12	4,603,842.00
Classified Salaries	2000-2999	154,563.81						1,009,089.46	1,807,313.00
Employee Benefits	3000-3999	214,542.66						1,323,293.35	3,210,679.00
Books and Supplies	4000-4999	28,103.89						457,395.58	713,787.00
Services	5000-5999	154,339.31						1,064,801.50	2,050,991.00
Capital Outlay	6000-6599							13,116.00	448,168.00
Other Outgo	7000-7499	53,045.04						426,961.47	597,052.00
Interfund Transfers Out	7600-7629								182,218.00
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		963,845.57	.00	.00	.00	.00	.00	6,601,237.48	13,614,050.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	1,015.23						284,374.26	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		1,015.23	.00	.00	.00	.00	.00	284,374.26	
(continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 01 - Actuals through January								Fiscal Year 2025/26	
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	22,321.14						635,730.63-	
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		22,101.74	.00	.00	.00	.00	.00	636,243.03-	
<u>Nonoperating</u>									
Suspense Clearing	9910	219.40-						512.40-	
TOTAL BALANCE SHEET ITEMS		23,116.97	.00	.00	.00	.00	.00	351,868.77-	
E. NET INCREASE/DECREASE									
B - C + D		262,732.16	.00	.00	.00	.00	.00	644,950.23	1,185,289.00-
F. ENDING CASH (A + E)		10,178,841.79							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 08 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	8,611.46							
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		8,611.46	.00	.00	.00	.00	.00	.00	
continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 08 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		8,611.46	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 08 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	.00						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fiscal12a

Cashflow Summary

Fund 08 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 13 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
A. BEGINNING CASH	9110		86,524.31-	101,499.28-	129,295.48-	151,827.77-	231,648.54-	253,790.02-
B. RECEIPTS								
LCFF Revenue Sources								
Principal Apportionment	8010-8019							
Property Taxes	8020-8079							
Miscellaneous Funds	8080-8099							
Federal Revenues	8100-8299						5,955.86	11,735.16
Other State Revenues	8300-8599						25,840.53	36,737.60
Other Local Revenues	8600-8799					736.39-	1,557.19-	
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	.00	.00	.00	736.39-	30,239.20	48,472.76
C. DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999			6,923.10	7,923.93	7,134.95	7,205.79	7,550.20
Employee Benefits	3000-3999			4,597.27	4,802.43	4,539.57	5,248.42	5,287.40
Books and Supplies	4000-4999		12,720.97	12,773.05	2,020.56	449.22	162.07	38.82
Services	5000-5999		2,254.00	3,502.78	7,048.98	67,697.03	39,764.40	29,203.72
Capital Outlay	6000-6599							
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	14,974.97	27,796.20	21,795.90	79,820.77	52,380.68	42,080.14
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199	405.55						
Accounts Receivable	9200-9299				736.39-	736.39		
Due From Other Funds	9310	86,929.86-						
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
JBTOTAL ASSETS		86,524.31-	.00	.00	736.39-	736.39	.00	.00

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 13 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
<u>Nonoperating</u>								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		86,524.31-	.00	.00	736.39-	736.39	.00	.00
E. NET INCREASE/DECREASE								
B - C + D			14,974.97-	27,796.20-	22,532.29-	79,820.77-	22,141.48-	6,392.62
F. ENDING CASH (A + E)			101,499.28-	129,295.48-	151,827.77-	231,648.54-	253,790.02-	247,397.40-
G. Ending Cash, Plus Cash Accruals and Adjustments								

Fiscal12a

Cashflow Summary

Fund 13 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	247,397.40-						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299							17,691.02	
Other State Revenues	8300-8599							62,578.13	
Other Local Revenues	8600-8799							2,293.58-	
Interfund Transfers In	8910-8929								182,218.00
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	77,975.57	182,218.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999	6,966.39						43,704.36	75,759.00
Employee Benefits	3000-3999	5,172.88						29,647.97	50,295.00
Books and Supplies	4000-4999	28.25						28,192.94	44,500.00
Services	5000-5999	34,857.78						184,328.69	11,664.00
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		47,025.30	.00	.00	.00	.00	.00	285,873.96	182,218.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 13 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		47,025.30-	.00	.00	.00	.00	.00	207,898.39-	.00
F. ENDING CASH (A + E)		294,422.70-							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 14 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
A. BEGINNING CASH	9110		9,194.69	9,194.69	9,194.69	9,303.90	9,303.90	9,428.59
B. RECEIPTS								
LCFF Revenue Sources								
Principal Apportionment	8010-8019							
Property Taxes	8020-8079							
Miscellaneous Funds	8080-8099							
Federal Revenues	8100-8299							
Other State Revenues	8300-8599							
Other Local Revenues	8600-8799					109.21	124.69	
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	.00	.00	.00	109.21	124.69	.00
C. DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999							
Employee Benefits	3000-3999							
Books and Supplies	4000-4999							
Services	5000-5999							
Capital Outlay	6000-6599							
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199	43.10-						
Accounts Receivable	9200-9299				109.21	109.21-		
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
JBTOTAL ASSETS		43.10-	.00	.00	109.21	109.21-	.00	.00
continued)								

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fiscal12a

Cashflow Summary

Fund 14 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
<u>Nonoperating</u>								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		43.10-	.00	.00	109.21	109.21-	.00	.00
E. NET INCREASE/DECREASE								
B - C + D			.00	.00	109.21	.00	124.69	.00
F. ENDING CASH (A + E)			9,194.69	9,194.69	9,303.90	9,303.90	9,428.59	9,428.59
G. Ending Cash, Plus Cash Accruals and Adjustments								

Fiscal12a

Cashflow Summary

Fund 14 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	9,428.59							
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							233.90	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	233.90	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 14 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	233.90	.00
F. ENDING CASH (A + E)		9,428.59							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 21 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
A. BEGINNING CASH	9110		46,352.12	46,352.12	46,352.12	46,902.70	44,004.70	44,633.25
B. RECEIPTS								
LCFF Revenue Sources								
Principal Apportionment	8010-8019							
Property Taxes	8020-8079							
Miscellaneous Funds	8080-8099							
Federal Revenues	8100-8299							
Other State Revenues	8300-8599							
Other Local Revenues	8600-8799					550.28	628.55	
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	.00	.00	.00	550.28	628.55	.00
C. DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999							
Employee Benefits	3000-3999							
Books and Supplies	4000-4999							
Services	5000-5999					2,898.00		
Capital Outlay	6000-6599							
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	.00	.00	.00	2,898.00	.00	.00
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199	217.26-						
Accounts Receivable	9200-9299				550.58	550.28-		
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
JBTOTAL ASSETS		217.26-	.00	.00	550.58	550.28-	.00	.00
continued)								

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fiscal12a

Cashflow Summary

Fund 21 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
<u>Nonoperating</u>								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		217.26-	.00	.00	550.58	550.28-	.00	.00
E. NET INCREASE/DECREASE								
B - C + D			.00	.00	550.58	2,898.00-	628.55	.00
F. ENDING CASH (A + E)			46,352.12	46,352.12	46,902.70	44,004.70	44,633.25	44,633.25
G. Ending Cash, Plus Cash Accruals and Adjustments								

Fiscal12a

Cashflow Summary

Fund 21 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	44,633.25						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment		8010-8019							
Property Taxes		8020-8079							
Miscellaneous Funds		8080-8099							
Federal Revenues		8100-8299							
Other State Revenues		8300-8599							
Other Local Revenues		8600-8799						1,178.83	
Interfund Transfers In		8910-8929							
All Other Financing Sources		8930-8979							
Undefined Objects									
TOTAL RECEIPTS			.00	.00	.00	.00	.00	1,178.83	
C. DISBURSEMENTS									
Certificated Salaries		1000-1999							
Classified Salaries		2000-2999							
Employee Benefits		3000-3999							
Books and Supplies		4000-4999							
Services		5000-5999						2,898.00	
Capital Outlay		6000-6599							
Other Outgo		7000-7499							
Interfund Transfers Out		7600-7629							
All Other Financing Uses		7630-7699							
Undefined Objects									
TOTAL DISBURSEMENTS			.00	.00	.00	.00	.00	2,898.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury		9111-9199							
Accounts Receivable		9200-9299						.30	
Due From Other Funds		9310							
Stores		9320							
Prepaid Expenditures		9330							
Other Current Assets		9340							
Deferred Outflows of Resrcs		9490							
Undefined Objects									
JBTOTAL ASSETS			.00	.00	.00	.00	.00	.30	
continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 21 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.30	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	1,718.87-	.00
F. ENDING CASH (A + E)		44,633.25							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 25 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		822,360.59	829,383.39	829,383.39	842,300.42	842,300.42	853,522.32	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799		7,022.80		3,178.36	9,738.67	11,221.90		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	7,022.80	.00	3,178.36	9,738.67	11,221.90	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	3,854.53-							
Accounts Receivable	9200-9299				9,738.67	9,738.67-			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		3,854.53-	.00	.00	9,738.67	9,738.67-	.00	.00	
continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 25 - Actuals through January		Fiscal Year 2025/26						
	Object	Beginning Balance	July	August	September	October	November	December
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
<u>Nonoperating</u>								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		3,854.53-	.00	.00	9,738.67	9,738.67-	.00	.00
E. NET INCREASE/DECREASE								
B - C + D			7,022.80	.00	12,917.03	.00	11,221.90	.00
F. ENDING CASH (A + E)			829,383.39	829,383.39	842,300.42	842,300.42	853,522.32	853,522.32
G. Ending Cash, Plus Cash Accruals and Adjustments								

Fiscal12a

Cashflow Summary

Fund 25 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	853,522.32						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							31,161.73	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	31,161.73	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999	2,796.00						2,796.00	
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		2,796.00	.00	.00	.00	.00	.00	2,796.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 25 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		2,796.00	.00	.00	.00	.00	.00	28,365.73	.00
F. ENDING CASH (A + E)		850,726.32							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 35 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		327.32	327.32	327.32	327.32	327.32	327.32	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	1.53							
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		1.53	.00	.00	.00	.00	.00	.00	
continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 35 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		1.53	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			327.32	327.32	327.32	327.32	327.32	327.32	
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 35 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	327.32						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 35 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		327.32							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 40 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
continued)									

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Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)



Fiscal12a

Cashflow Summary

Fund 40 - Actuals through January		Fiscal Year 2025/26							
	Object	Beginning Balance	July	August	September	October	November	December	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fiscal12a

Cashflow Summary

Fund 40 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	.00						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
JBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Page 50 of 320

Selection Grouped by Org, Fund, Filtered by (Org = 72, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fiscal12a

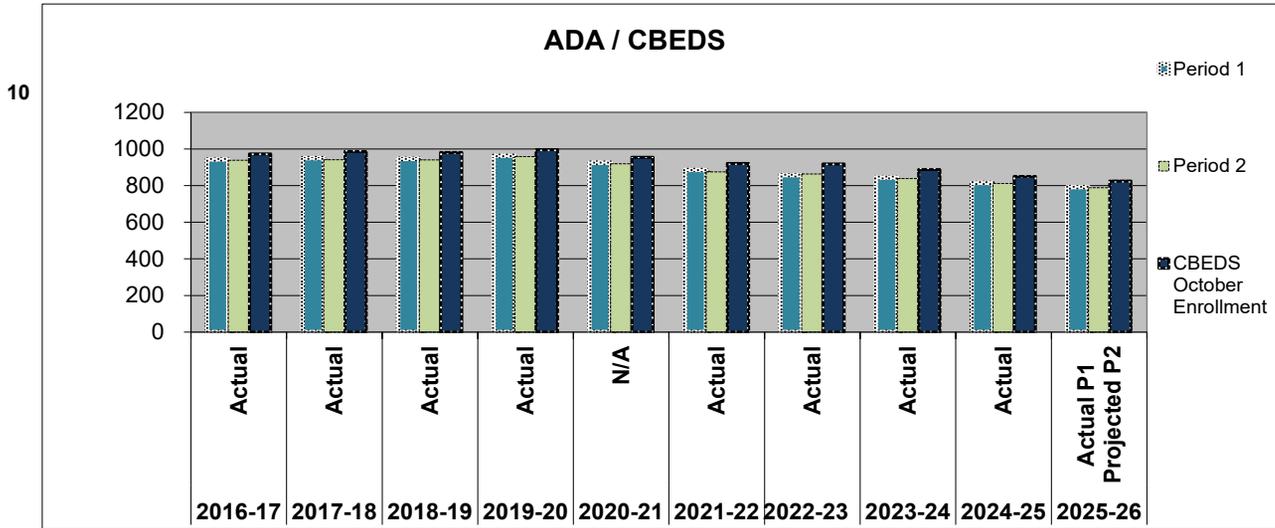
Cashflow Summary

Fund 40 - Actuals through January		Fiscal Year 2025/26							
	Object	January	February	March	April	May	June	Total	Budget
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Spreckels Union School District

Historical ADA / CBEDS

	a	b	c	d	e	f	g	h	i	k
1	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2	Actual	Actual	Actual	Actual	N/A	Actual	Actual	Actual	Actual	Actual P1 Projected P2
3	942.03	949.93	946.74	963.51	924.81	885.57	856.63	843.59	815.00	791.83
4	938.22	941.15	940.66	958.70	919.20	875.55	863.74	838.51	811.39	789.03
5	973	987	981	996	955	921	918	888	850	825
6	P1/CBEDS									
7	96.82%	96.24%	96.51%	96.74%	96.84%	96.15%	93.31%	95.00%	95.88%	95.98%
8	P2/CBEDS									
9	96.43%	95.35%	95.89%	96.26%	96.25%	95.07%	94.09%	94.43%	95.46%	95.64%



Note: CBEDS and Period Attendance Reports do not include MCOE program placements

11	16-17 CBEDS; SS - 610(63%) BV - 363(37%)
12	17-18 CBEDS; SS - 641(65%) BV - 346(35%)
13	18-19 CBEDS; SS - 637(65%) BV - 344(35%)
14	19-20 CBEDS; SS - 662(66%) BV - 334(34%)
15	20-21 CBEDS; SS - 619(65%) BV - 336(35%)
16	21-22 CBEDS; SS - 604(66%) BV - 317(34%)
17	22-23 CBEDS; SS - 583(64%) BV - 335(36%)
18	23-24 CBEDS; SS - 555(63%) BV - 333(37%)
19	24-25 CBEDS; SS - 529(60%) BV - 321(40%)
20	25-26 CBEDS; SS - 512(62%) BV - 313(38%)

SUSD
2025-26 Period One

TK/K		Grades 4-6		Grades 7-8	
REGULAR ADA					
includes Home and Hospital, and Special Day Class					
TK	18.560	4	26.530	7ADA	107.890
TK	18.240	4	28.140	8ADA	105.930
		4	26.870		
K	21.980			HH-8	0.45
K	22.730	SDC4			
K	23.000				
SDCK		5	29.750		
		5	29.250		
1	20.050	5	29.870		
1	20.600				
1	20.860	SDC5			
SDC1					
		6ADA	84.910		
2	24.470				
2	24.760				
2	24.040				
SDC2	0.470				
3	28.880				
3	25.210				
3	27.730				
SDC3	0.660				
	322.240		255.320		214.270

791.830
791.83

entered as 322.24 255.32 214.27

TK/K		Grades 4-6		Grades 7-8	
Special Education NPS					

0.00

TK/K		Grades 4-6		Grades 7-8	
Special Education NPS - ESY					

0.00

total all 791.83

Spreckels Union Elementary School District

1/13/2026
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2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 1-5 (8/11/2025 - 12/26/2025)

Regular Program

		A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
School	Month(s)/Grade												
2	Months 1-5 Total TK-3	85		340		8		86	1171	27294	321.11	28465	95.89%
	Total TK-3	85		340		8		86	1171	27294	321.11	28465	95.89%
2	Months 1-5 Total 4-6	85		178		2		12	566	14485	170.41	15051	96.24%
3	Months 1-5 Total 4-6	85		88		0		0	263	7217	84.91	7480	96.48%
	Total 4-6	85		266		2		12	829	21702	255.32	22531	96.32%
3	Months 1-5 Total 7-8	85		226		4		26	890	18175	213.82	19065	95.33%
	Total 7-8	85		226		4		26	890	18175	213.82	19065	95.33%
	Program Total	85		832		14		124	2890	67171	790.25	70061	95.88%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Spreckels Union Elementary School District

1/13/2026
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2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 2

Month 1-5 (8/11/2025 - 12/26/2025)

Program H Home-Hospital

		A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
School	Month(s)/Grade												
3	Months 1-5 Total 7-8	85		1		0		10	0	38	0.45	38	100.00%
	Total 7-8	85		1		0		10	0	38	0.45	38	100.00%
	Program Total	85		1		0		10	0	38	0.45	38	100.00%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Spreckels Union Elementary School District

1/13/2026
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2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 3

Month 1-5 (8/11/2025 - 12/26/2025)

Program M Secondary Enrollment

		A	B	C	D	E	F	G	H	I	J	K	L
School	Month(s)/Grade	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
2	Months 1-5 Total 4-6	85		8		0		0	56	624	7.34	680	91.76%
3	Months 1-5 Total 4-6	85		3		1		0	23	217	2.55	240	90.42%
	Total 4-6	85		11		1		0	79	841	9.89	920	91.41%
3	Months 1-5 Total 7-8	85		5		0		0	26	399	4.69	425	93.88%
	Total 7-8	85		5		0		0	26	399	4.69	425	93.88%
	Program Total	85		16		1		0	105	1240	14.59	1345	92.19%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Spreckels Union Elementary School District

1/13/2026
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2025-2026

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 4

Month 1-5 (8/11/2025 - 12/26/2025)

Program S SDC

		A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
School	Month(s)/Grade												
2	Months 1-5 Total TK-3	85		2		0		5	32	96	1.13	128	75.00%
	Total TK-3	85		2		0		5	32	96	1.13	128	75.00%
	Program Total	85		2		0		5	32	96	1.13	128	75.00%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Monterey 2025-26 P-1

jpollock, Administrator [Logoff](#)

[Home](#) / [Data Entry](#) / [School District](#) / [Spreckels Union Elementary](#) / [Attendance School District](#)

Attendance School District

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Monterey
District Spreckels Union Elementary
CDS Code 27 66225 0000000
Data ID 2B1D0737

Details

Last Saved By [jpollock](#)
Last Saved Date 1/13/2026 9:18:16 AM
Last Validation By [jpollock](#)
Last Validation Date 1/13/2026 9:18:48 AM

Validation Information

Number of Records 1
Number of Errors 0
Number of Warnings 0
Passed Data Validation Yes

Certification Information

School District: [jpollock](#) - 1/13/2026 9:24:41 AM
County Office of Education: None

[View Certification](#)

Certification was successful for the selected entity.

[Regular ADA](#) [Other](#) [Prior Year ADA Adjustments](#) [Notes](#)

Regular ADA

Data ID		2B1D0737					
Does the school district have Transitional Kindergarten (TK) ADA to report?		A-0					
YES (include TK ADA on Line A-1 and report TK ADA only on Line B-5)		A-0a	<input checked="" type="checkbox"/>				
NO		A-0b	<input type="checkbox"/>				
Regular ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total	
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation location)		A-1	322.24	255.32	214.27	0.00	791.83
Extended Year Special Education [EC 56345 (b)(3) divisor 175]		A-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions		A-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or		A-4	0.00	0.00	0.00	0.00	0.00

Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175)

Community Day School [EC 48660] (Divisor 70/135/180)

A-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-5)	322.24	255.32	214.27	0.00	791.83

Other

Independent Study

TK/K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total

Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-1	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-2	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-3	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-4	0.00	0.00	0.00	0.00	0.00
-----	------	------	------	------	------

Transitional Kindergarten

Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

ADA for Students in Transitional Kindergarten pursuant to EC 46300 and 48000(c) included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)

B-5	36.80				36.80
-----	-------	--	--	--	-------

Continuation Education and Opportunity Classes

ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)

B-6				0.00	0.00
-----	--	--	--	------	------

ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)

B-7					0.00
-----	--	--	--	--	------

Attendance Recovery

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section A in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-8	0.00	0.00	0.00	0.00	
-----	------	------	------	------	--

Prior Year ADA Adjustments

PRIOR YEAR ADA ADJUSTMENT (P-1 AND P-2 ONLY)

Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051 (a)(2)(B)(II)].

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-1	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-2	0.00	0.00	0.00	0.00
ADA Totals (C-1 + C-2)	C-3	0.00	0.00	0.00	0.00

Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051 (a)(2)(B)(I)].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-4	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-5	0.00	0.00	0.00	0.00
ADA Totals (C-4 + C-5)	C-6	0.00	0.00	0.00	0.00

GAIN OR LOSS OF ADA DUE TO A REORGANIZATION OR TRANSFER OF TERRITORY [EC 42238.05 (a)(3)]. IF THE ADA ADJUSTMENT IS A LOSS, REPORT THE LOSS AS A NEGATIVE NUMBER IN LINES C-7 THROUGH C-14.

Third Prior Year

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-7	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-8	0.00	0.00	0.00	0.00
ADA Totals [C-7 + C-8]	C-9	0.00	0.00	0.00	0.00

Second Prior Year

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-10	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-11	0.00	0.00	0.00	0.00
ADA Totals [C-10 + C-11]	C-12	0.00	0.00	0.00	0.00

First Prior Year

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-13	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-14	0.00	0.00	0.00	0.00

ADA Totals [C-13 + C-14]

C-15

0.00

0.00

0.00

0.00

0.00

Notes

Type in your message

500 remaining



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aa/r/r

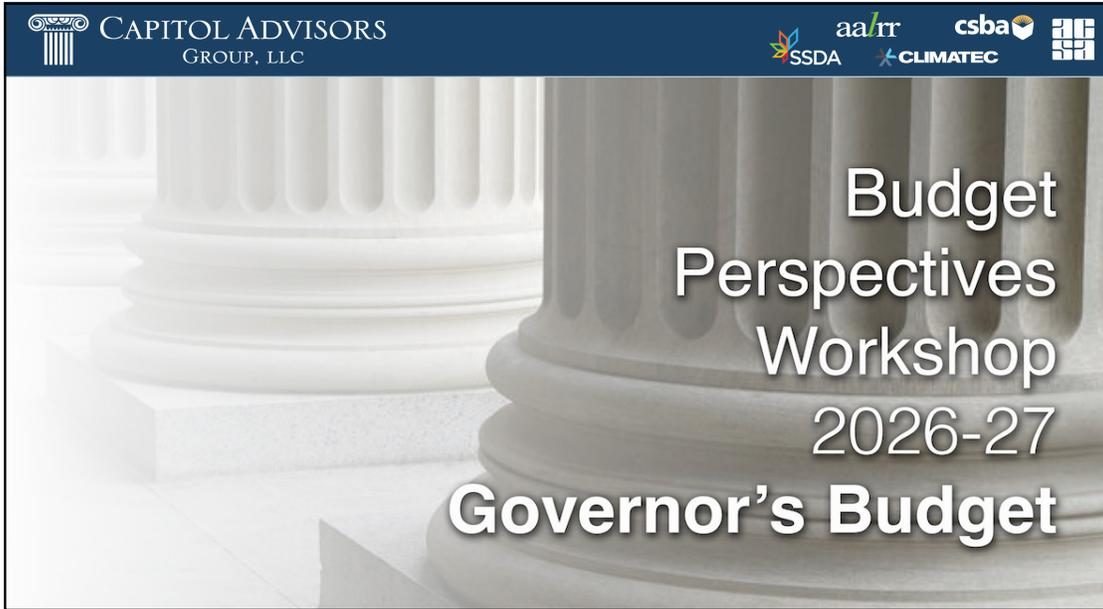


BUDGET PERSPECTIVES WORKSHOP

GOVERNOR'S BUDGET

2026-27

Budget Perspectives Workshop
Governor's Budget 2026-27



The slide features a dark blue header with logos for Capitol Advisors Group, LLC, SSSA, aa/rtr, csba, and CLIMATEC. The background is a photograph of white classical columns. The text on the slide reads: "Budget Perspectives Workshop 2026-27 Governor's Budget".



The slide features a dark blue header with logos for Capitol Advisors Group, LLC, SSSA, aa/rtr, csba, and CLIMATEC. The main content area is white and contains the text "Workshops sponsored by:" followed by the CLIMATEC logo and the tagline "MERGING BUILDINGS & TECHNOLOGY". A small number "2" is visible in the bottom right corner of the slide frame.

Budget Perspectives Workshop Governor's Budget 2026-27

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In Loving Memory:
Erika Hoffman

Warm, funny, tenacious, and deeply missed.

3

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Initial Thoughts

- Strong revenue growth so far in 2025-26 despite many risks, but increased state costs result in modest 2026-27 deficit with larger projected deficits in following years
- An otherwise good budget for schools is undermined by another Prop 98 manipulation, underfunding the 2025-26 Prop 98 Guarantee by \$5.6 billion
- LCFF receives a COLA, Special Education gets a bump, another discretionary block grant, and various programs prioritized by Governor Newsom are fully funded or expanded
- After several years of new programs and expansions, settling into implementation phase
- If tax collections differ in the second half of the fiscal year, significant funding adjustments may be necessary
- Legislature will make modifications to both funding and program requirements, but likely to be modest

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Budget Perspectives Workshop

Governor's Budget 2026-27



Political Context and Election Year Dynamics

- Governor Newsom's last budget before likely White House run
- Expect election year jockeying, endorsements, and shakeups
- No standout (yet) in Governor's Race – Republican candidate leads a pack of Democrats
- SPI race happening alongside proposal to move CDE under Governor
- Ballot measures to watch: Prop 55 tax extension, Billionaire's Tax, chat bot regulation, others
- First congressional races since Prop 50 – Blue Wave expected, several current state legislators eyeing DC seats
- Legislature may see opportunity to assert more control over fiscal and policy choices during transition to new Governor

5

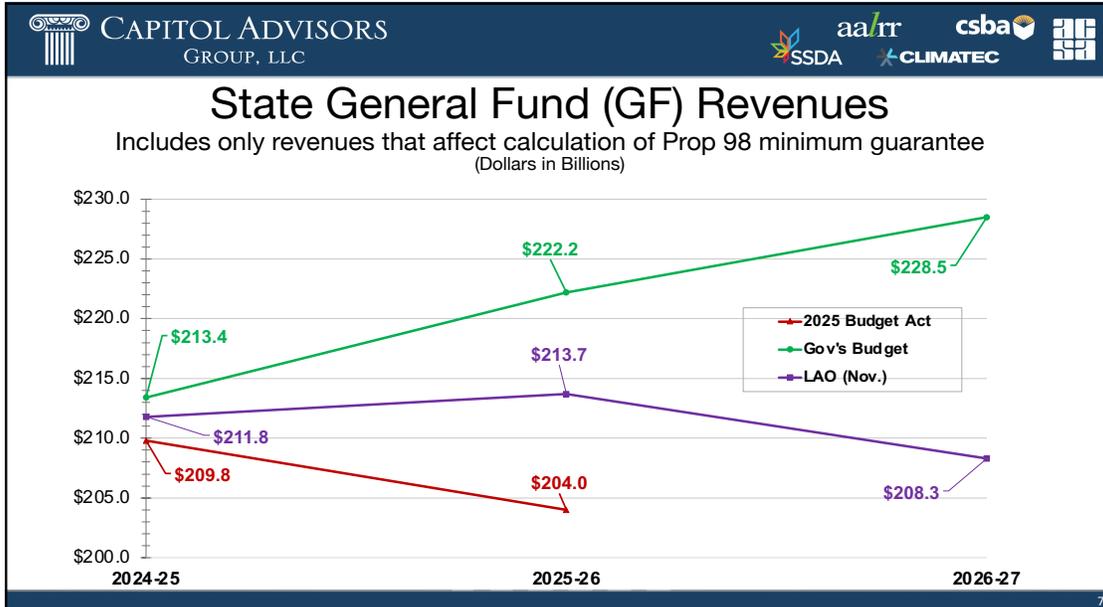


Fiscal Conditions

- Improved economic outlook since projections in 2025 Budget Act – continued consumer spending, lower tariff rates with reduced pass-through costs, strong personal income tax growth
- Although wages are growing, job growth is sluggish and inflation is lower but still above 2 percent
- Main risks – stock market correction (AI bubble), trade conflicts/tariffs, labor shortages (CA has large immigrant workforce), inflation, federal policies
- State revenue growth strong, but highly sensitive to current risks (particularly stock market risks)

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Budget Perspectives Workshop Governor's Budget 2026-27



GF Revenues and Expenditures

- Upgrade in revenue forecast based on very strong tax receipts in current year, and also due to slightly improved economic outlook
- DOF now has GF revenue \$42.3 billion higher (6.7%) over 3-year period than estimated in the 2025 Budget Act, driven primarily by personal income and corporation tax collections
- LAO has revenue lower by about \$30 billion compared to DOF, mostly explained by additional 2 months tax receipt data and different weighting of odds that AI bubble could burst
- 2025 Budget Act projected a deficit of \$12.6 billion for 2026-27, but due to increased state costs both LAO and DOF still project a deficit (\$17.6 billion and \$2.9 billion, respectively) for 2026-27

Budget Perspectives Workshop
Governor's Budget 2026-27

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Governor's \$2.9 Billion Deficit in 2026-27

2025 Budget Act:	-\$12.6 billion
Revenues:	+\$42.3 billion
Non-Prop 98 Workload:	-\$9.2 billion
Prop 98:	-\$14 billion
Misc. Adjustments:	-\$4.9 billion
SFEU (2025 Gov. Budget):	<u>-\$4.5 billion</u>
Remaining Shortfall:	-\$2.9 billion

9

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GF Revenues, Expenditures & Out-Year Deficits

- \$280.8 billion in total available 2026-27 GF resources
 - \$227.4 billion total 2026-27 revenues/transfers plus prior year balance of \$53.5 billion
- 2026-27 total GF expenditures are \$248.3 billion
- Administration projects budget deficits of roughly \$22 billion in 2027-28 and shortfalls in the following two years – will release a plan in May to balance the budget for 2026-27 and 2027-28
- LAO projects higher annual deficits of about \$35 billion in 2027-28 and the following years – encourages immediate planning to address this problem

10

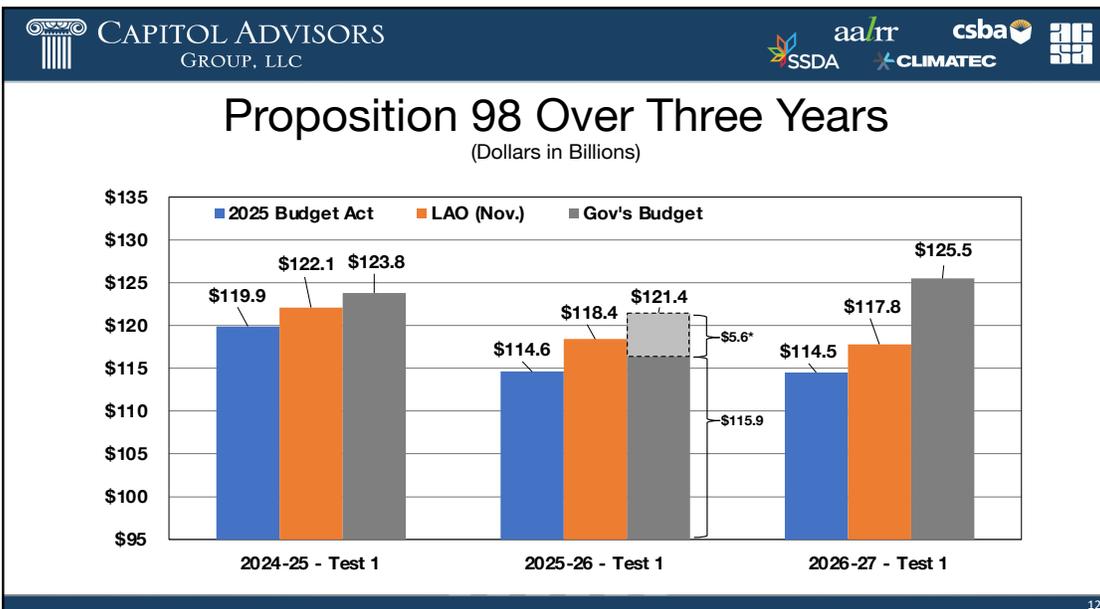
Budget Perspectives Workshop Governor's Budget 2026-27

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GF Reserves and Withdrawals

- In the last two fiscal years, the state has withdrawn about \$12.2 billion from the Budget Stabilization Account (BSA) and suspended some deposits into the BSA
- The Administration proposes to suspend a \$2.8 billion “true up” deposit in 2025-26, but makes a \$3 billion deposit in 2026-27
- By end of 2026-27, \$14.4 billion remains in BSA (\$3.2 billion above what was projected in the 2025 Budget Act) and \$4.5 billion is projected for the Special Fund for Economic Uncertainties (SFEU)
- General Fund total reserves are \$18.9 billion by end of the three-year budget window

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Budget Perspectives Workshop
Governor's Budget 2026-27

Proposition 98

- Guarantee is \$21.7 billion higher over budget window than estimates in 2025 Budget Act – including increases of about \$11 billion in 2026-27, \$6.8 billion in 2025-26 and \$3.9 billion in 2024-25
- \$2.3 billion K-14 deferral fully repaid in 2026-27 (\$1.9 billion for K-12)
- \$1.9 billion underfunding in the 2025 Budget Act paid back in 2026-27
- Outstanding maintenance factor roughly \$586.4 million at the end of 2026-27

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Underfunding Prop 98

- Administration reuses last year's gimmick to reduce the 2025-26 Guarantee by \$5.6 billion based on “uncertainty” in revenue projections
- Gimmick is unnecessary, not fiscally prudent and probably unconstitutional
 - 2025-26 revenues will be clearer in May – if current projections of revenues and the Prop 98 Guarantee are wrong, they can be adjusted
 - The \$5.6 billion is utilized to fund other priorities, LAO points out this will most likely create a \$5.6 billion debt that needs to be paid in the future
 - The state is ignoring revenue estimates and the required Prop 98 calculations only for the purpose of funding schools, subverting the intent of the minimum funding guarantee

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Public School System Stabilization Account

- Recall that the entire \$8.4 billion reserve balance was withdrawn in 2023-24
- 2025 Budget Act projected a zero balance in the Prop 98 reserve after a mandatory deposit of \$455 million in 2024-25 and a mandatory withdrawal of the same amount in 2025-26
- After capital gains revenue adjustments, no withdrawal triggered for 2025-26, and additional deposits are required in 2024-25 and 2025-26
- The Administration also proposes a discretionary deposit of \$240 million in 2025-26
- After these adjustments and a projected mandatory withdrawal in 2026-27, a balance of \$4.1 billion remains in the Prop 98 reserve
- Local reserve cap *likely* triggered in 2026-27

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District and Charter LCFF Entitlement

- Base Grant per ADA (with 2.41% COLA)
 - TK-3 = \$10,503 (up \$247) 7-8 = \$10,978 (up \$258)
 - 4-6 = \$10,662 (up \$251) 9-12 = \$12,722 (up \$299)
- Grade Span Adjustments:
 - 10.4% = \$1,103 per K-3 ADA
 - 2.6% = \$331 per 9-12 ADA
- Supplemental Grant = 20% of Adjusted Base Grant
- Concentration Grant = 65% of Adjusted Base Grant
- TK add-on for staff = \$5,679 per TK ADA
- HTST add-on receives 2.41% COLA
- TIIG add-on remains constant
- Equity Multiplier also receives 2.41% COLA (brings total funding to \$317.7 million for 2026-27)
- Administration projects 2027-28 COLA to be 3.06%

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Governor's Budget 2026-27

County Office of Education LCFF Entitlement

- **Alternative Education Grant**
 - Base Grant per ADA (with 2.41% COLA) = \$17,360 (+\$409)
 - Supplemental Grant = 35% of Base Grant per unduplicated students, plus juvenile court school students
 - Concentration Grant = 35% of Base Grant per unduplicated student (beyond 50%), plus 50% of juvenile court school enrollment
- **Operations Grant**
 - \$923,490 (with 2.41% COLA) for each COE, plus:
 - \$367,603 per each school district in the county, and;
 - A per ADA amount based on county-wide ADA, ranging from \$115.64/ADA in the smallest counties to \$73.41/ADA in the largest

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Discretionary Block Grant (Student Support and Professional Development)

- \$2.8 billion one-time grant for LEAs
- If distributed equally based on 2025-26 statewide ADA, would be about \$500 per ADA
- Discretionary, but Governor proposes specific uses (again):
 - Professional development for teachers on the ELA/ELD Framework and Literacy Roadmap with a focus on strategies for English Learners
 - Professional development for teachers on the Math Framework
 - Teacher recruitment and retention strategies
 - Career pathways and dual enrollment efforts consistent with the Master Plan for Career Education
 - New – Professional development for TK teachers and administrators

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CDE Governance Proposal

- Governor proposes to move California Department of Education under the State Board of Education
- Many unknowns, including labor and legislative leaders' disposition
- Governor cites several reports, increased efficiency and accountability
- SPI remains a constitutional officer – Newsom's vision is to have the role coordinate among PreK, K-12, and Community Colleges
- SPI would be a new member of the Community College Board and a *voting* member of State Board of Education

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Categorical Programs

Proposed for Ongoing Funding (no COLA)	Proposed for Ongoing Funding (2.41% COLA)
<ul style="list-style-type: none"> • Expanded Learning Opportunities Program (\$4.7 billion) • After School Education & Safety Program (\$794.4 million) • Career Technical Education Incentive Grant (\$300 million) • K-12 Strong Workforce Program (\$163.5 million) • State Assessment Program (\$108.4 million + \$18 million federal) • California Partnership Academies (\$21.4 million) • County Office Fiscal Oversight (\$9.2 million) • College Planning and Preparation Website (\$29.2 million) • California School Information Services (\$9.5 million) • Specialized Secondary Education Grants (\$4.9 million) • Agricultural Education Incentive Program (\$6.1 million) 	<ul style="list-style-type: none"> • Special Education: (\$6 billion* + \$1.46 billion federal) • Child Nutrition (\$1.87 billion** + \$2.99 billion federal) • California State Preschool Program (\$1.96 billion) • Adult Education Block Grant (\$690 million + \$110.2 million federal) • Mandate Block Grant (\$279.6 million) • Foster Youth Programs (\$34 million) • American Indian Education Centers (\$5.5 million) • American Indian Early Childhood Education Program (\$738,000) <p style="font-size: small; margin-top: 10px;">*Also includes an additional \$509 million to equalize special education per pupil rates ** Also reflects a decrease of \$67.9 million to reflect lower meal estimates in 2025-26 and higher reimbursement rates</p>

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Investing in Existing Programs

- Community Schools: \$1 billion ongoing, targeting school sites with high UPP
- Learning Recovery Emergency Block Grant: \$757.3 million (final payment)
- Special Education: \$509 million ongoing to equalize SELPA Base Rates at \$999/ADA
- Educator Residencies: \$250 million one-time, to be spent by 2029-30
- Career Education: \$100 million one-time to increase access to college and career pathways
- ELOP: \$62.4 million ongoing to stabilize Tier II rate at \$1,800
- School Nutrition: Several proposals detailed on next slide

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School Nutrition

- \$1.87 billion for Universal Meals
 - Includes decrease of \$67.9 million to reflect a reduction in 2025-26 meal estimates compared to the 2025 Budget Act and an increase in meal reimbursement rates
- \$100 million one-time for specialized kitchen equipment, infrastructure, and training (KIT) to support more freshly prepared meals
- \$73.4 million for SUN Bucks for transaction costs and outreach
- \$25.2 million for the Farm to School Incubator Grant Program
- \$14.3 million for community colleges to support the California Healthy School Food Pathways Program

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Early Childhood Education

- Transitional Kindergarten (TK) now fully implemented
 - No proposed programmatic changes – ratio, class size, and teacher qualification requirements all remain the same
 - Prop 98 still rebenched in prior and current years to account for expanding TK cohort, but in budget year and moving forward TK is simply part of LCFF
 - No relief for Community Funded Districts
- Challenges remain for many districts, including attendance, staffing, and facilities
- California State Preschool to receive 2.41% COLA
- Child care programs overseen by Department of Social Services also receive COLA

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Other Proposed Investments

- \$322 million one-time and \$239.2 million ongoing to reflect higher costs of Home-to-School Transportation
- \$40 million one-time for Reading Difficulties Risk Screening
- \$30.7 million to provide a 20% increase for Necessary Small Schools
- \$22.9 million one-time to support LEAs recovering from LA wildfires
- \$13.3 million ongoing for COEs to provide universal and targeted support to school districts and charter schools
- *Expected in May* - Up to \$10 million for grants to LEAs for instructional materials, PD, and related costs to implement holocaust and genocide education, contingent on clean-up amendments to the statutory language

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Charter School Accountability

- Budget TBL to address fraud/misuse of funds in charter schools *and* allow use of verified data through 2028
- Two bills addressing nonclassroom-based (NCB) charters were considered last legislative session: AB 84 (failed) and SB 414 (vetoed)
- Governor's SB 414 veto message stated he wanted the Legislature and advocacy groups to come back with new language this year
- Authorizer groups sent a joint letter to the Governor in December asking that he take the lead on negotiating language to address NCB issues



Federal Backdrop

- President's FY 2026 Budget – proposes \$12 billion cut to education funding compared to FY 2025 funding level – impossible to pass
 - House appropriations bill embraces most of the Administration's cuts
 - Senate bipartisan appropriations plan is outright rejection of Administration cuts
 - Slightly increases Title I and Special Education - flat funding across most other programs
 - No cuts to Migrant Education, Title III, and Title IV and Preschool planning grants.
- Current Continuing Resolution expires January 30th
- Two most likely outcomes for education are flat funding or something close to the Senate's bipartisan agreement
- Language to block Trump Administration from shifting funds and programs still up in the air

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School Facilities Lawsuit

- Lawsuit filed by students, parents, teachers and organizations from nine low-wealth districts and Public Advocates - *Miliani R. v. State of California* (filed in October 2025 Alameda County Superior Court) seeks reform of the School Facilities Program (SFP)
- Lawsuit claims the SFP's reliance on local bond funding systematically disadvantages low-wealth school districts, because wealthier districts can pass larger local bonds and secure state matching funds – alleges problem not cured by Hardship Program
- Plaintiffs argue this structure violates the California Constitution's equal protection and education provisions by tying critical school facility improvements to local property wealth rather than student need
- Potential important implications for the next statewide school bond

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Proposition 2 Implementation

- Office of Public School Construction (OPSC) held 19 stakeholder meetings in 2025 to gather input and feedback on proposed regulations
- OPSC hoping to get remaining regulations to State Allocation Board in Spring 2026 – Early Summer at the latest
- Once approved by the Office of Administrative Law, regulations become effective
- Five-Year Master Plan, Small School Districts Program and Lead in Water Program still need to go to State Allocation Board for approval

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Infrastructure + Sustainability Updates

Title 24 Updates:

- Electrification + High Efficiency HVAC
- Solar + Battery Storage
- Building Envelope
- Lighting + Automation

All modernization projects must meet Energy Code standards

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Utility Updates

Average Annual Escalation

Period	PG&E	SCE	SDG&E
Last 3 Years	~4.0%	~5.0%	~0.5%
Last 5 Years	~9.0%	~11.0%	~9.5%
Last 10 Years	~6.5%	~6.0%	~9.0%

Overall Escalation

Period	PG&E	SCE	SDG&E
Last 3 Years	~10%	~15%	~0%
Last 5 Years	~45%	~55%	~48%
Last 10 Years	~65%	~58%	~95%

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Funding Updates

- Proposition 2
- Incentive & Compliance Programs:
 - Federal (Inflation Reduction Act Deadlines)
 - State
 - Regional
 - Local Utility
- Private Sector Funding

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What's Next

- Budget committee hearings
- May Revision on or before May 15
- May Revision workshop
- Primary Election – June 2
- Legislature must pass Budget Bill by June 15
- Final budget deal by June 30
- Virtual Budget Act workshops in July
- General Election – November 3

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Governor's Budget 2026-27



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SSDA



aa/rtr



csba



CLIMATEC

Thank You

- Please feel free to use the content
- Send any questions to:
 - Paola Tapia: paola@capitoladvisors.org

See you in May!



MONTEREY COUNTY

OFFICE of EDUCATION

Dr. Deneen Guss
County Superintendent of Schools

February 4, 2026

Dr. Chris Hasegawa, Board President
Eric Tarallo, Superintendent
Spreckels Union Elementary School District
P.O. Box 7362
Spreckels, CA 93962

RE: Review of First Interim Report

Dear President Hasegawa and Superintendent Tarallo:

Thank you for the submission of your Fiscal Year 2025-26 First Interim Report. The First Interim report covers the period of time from July 1 through October 31 each fiscal year and must be submitted to the County Office of Education (COE) no later than December 15. *Education Code* 42131 requires that as part of the interim review process the County Superintendent of Schools reviews and analyzes District interim reports in accordance with State Board-approved Criteria and Standards pursuant to *Education Code* 33127. The County Superintendent may either accept or change the District certification to qualified or negative as appropriate.

I. CERTIFICATION

Based upon the review of the District financial information, we concur with the District's Positive certification.

II. BUDGET SUMMARY – GENERAL FUND

A.	Total Revenues (Form 01, Line A5 plus Line D1a plus Line D2a)	\$12,873,715
B.	Total Expenditures (Form 01, Line B9 plus Line D1b plus Line D2b)	\$13,866,515
C.	Net Decrease in Fund Balance (Form 01, Line E)	(\$ 992,800)
D.	Total Available Unrestricted Reserves General Fund (Form 01, Col. D, Accounts 9789 and 9790)	\$ 554,661
E.	Available Unrestricted Reserves expressed as a percent of Total Expenditures (Line D divided by Line B)	4.00%

Minimum Required Reserve Percentage for District: 4%

III. COMMENTS/RECOMMENDATIONS

1. The evaluation of your District’s first interim report is based upon an unaudited beginning balance of \$8,712,187.
2. The District’s calculation of the unrestricted total LCFF sources is \$10,220,769.
3. The school District’s LCFF ADA of 838.25 is 21.43 lower than last year’s P2 ADA; this figure does not include the county supplement.
4. 73.8% of unrestricted General Fund expenditures are allocated to unrestricted salaries and benefits.
5. The multiyear projections provided in the first interim report indicate that the District will be able to meet its expenditure and reserve requirements in the current year and the subsequent two years.
6. The District is projecting to incur overall operating deficits of:

2025-26	2026-27	2027-28
(\$992,800)	(\$1,003,910)	(\$1,044,743)

Although some deficit spending may be a result of one-time costs from prior year funding sources, ongoing structural deficits may threaten a school district’s future educational programs. At the same level of deficit spending the district would deplete their State recommended reserve for economic uncertainties. Failure to minimize deficit spending could jeopardize the future financial standing of the District. It is critical that the District have a plan to eliminate structural deficit spending before educational programs are threatened.

7. We note that the District has not settled the 2025-26 negotiations with the Certificated bargaining unit(s). Further, the Criteria and Standards specify that upon settlement, the District must provide the Monterey County Office of Education with a salary settlement notification that includes an analysis of the cost of the settlement and its impact on the operating budget. The governing board must certify to the validity of the cost analysis. The public disclosure documents prepared in compliance with Government Code Section 3547.5, as amended by AB 2756, Chapter 52, can be submitted in lieu of the cost analysis.

The public disclosure documents must have the signature of the District Superintendent and the District Chief Business Officer certifying the District is able to meet the cost of the collective bargaining agreement. The public disclosure documents must also be signed by the District Superintendent or designee at the time of the public disclosure and by the President or Clerk of the Governing Board at the time of the formal board action on the bargaining agreement.

8. Items solely of a technical nature have been forwarded directly to the District’s Chief Business Official.

IV. GENERAL INFORMATION

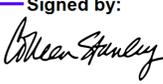
As your District moves into the Second Interim reporting period, it is an opportunity to adjust the budget to present the best possible forecast for the current fiscal year, as well as projections for the two subsequent years. Multi-year projections will be critical as districts consider reserves, fluctuations in enrollment, and changing demographics to ensure the adequacy of funding for current programmatic decisions, including commitments within the LCAP.

The recommendations and comments that appear in this document are based upon an in-depth review of the District's interim documents and an analysis of the District budget, as measured by Criteria and Standards adopted by the State Board of Education.

We appreciate the submission of your First Interim Report and await your Second Interim Report, which is due to our office by March 17, 2026.

If you have any questions or concerns, please contact me by phone at 831-755-0308 or email cstanley@montereycoe.org.

Sincerely,

Signed by:

A6B4F6C26DB2470...

Colleen Stanley Ed.D.
Chief Business Official
Finance and Business Services Division

cc: Dr. Deneen Guss, Monterey County Superintendent of Schools
Bernard Burchette II, Chief Business Official, Spreckels USD
Biljana Babic-Tatomirovic, Director, District Advisory Services, MCOE
Juan Leyva Jr., Financial Analyst, MCOE

ATTACHMENT A

The Superintendent recommends the release/non-reelection of the following employees:

Employee ID# 159915
Employee ID# 159893
Employee ID# 159991
Employee ID# 159950
Employee ID# 159708
Employee ID# 159970



Spreckels Union School District

02/06/2026

Prepared for:

Eric Tarallo

Spreckels Union School District

130 Railroad Avenue, PO Box 7362, Spreckels, California, 93962



Eric Tarallo
Superintendent
Spreckels Union School District
Spreckels, California

Dear Eric Tarallo:

Thank you for requesting a proposal and pricing for Analytics Solution.

Frontline Education is the leading provider of school administration software, empowering strategic K-12 leaders with the right tools, data and insights to proactively manage human capital, business operations and special education.

Frontline has a proven 20-year track record of supporting districts with secure, reliable software built exclusively for K12 districts. More than 12,000 educational organizations, including over 80,000 schools and millions of educators, administrators and support personnel from all over the United States partner with Frontline.

This proposal contains descriptions of the applications within Analytics Solution and investment estimates including: annual subscription fees, one-time implementation fees, and administrator training with related terms and conditions.

We look forward to partnering with you to implement Analytics Solution in support of your district's strategic initiatives.

Sincerely,
Daniel Mallon
dmallon@frontlineed.com





Why Choose Frontline Education?

3 STATS TO CHOOSE FROM:

10,000+
CLIENTS SERVED

OR

8,000+
SCHOOL DISTRICTS
SERVED

OR

60% OF
U.S. PUBLIC SCHOOL
DISTRICTS SERVED



OUR COMMITMENT



Purpose-Built
for K12



Award-Winning
Client Services



Industry-Leading
Security



Commitment to
Integrated Systems



Original K12
Research & Insights



Free Resources for
Education Leaders

AWARDS

EDTECH BREAKTHROUGH AWARDS

Education Administration Solution Provider of the Year 2019

ED TECH DIGEST

Cool Tool Award
5Lab 2021

SUPES' CHOICE

HR/Finance Finalist
HRMS 2021

NEWSWEEK

Best Business Tools - HR: Time Tracking Software 2019



INVESTMENT SUMMARY

(Proposal pricing expires on 02/27/2026)

End User	Description	Start Date	End Date	Amount
			INITIAL TERM TOTAL	0

End User	Description	Start Date	End Date	Amount
Spreckels Union School District	Comparative Analytics Subscription - powered by Forecast5, usage for up to 5 employees	7/01/2026	6/30/2027	\$4,400.00
			RECURRING TOTAL	\$4,400.00



Comparative Analytics

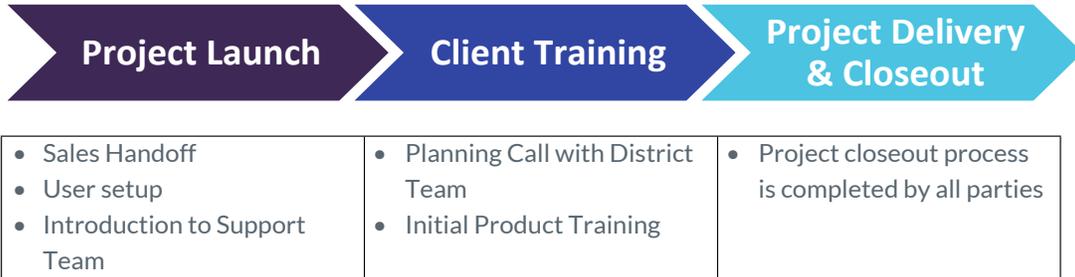
Standard Implementation Services



Statement of Work: Comparative Analytics

Introduction

Frontline Education provides a comprehensive implementation methodology and expert resources to partner with your project team throughout the implementation. Below represents a typical implementation process.



The Comparative Analytics project implementation time is dependent on the amount, type, and format of the data being included in the project as well as when Frontline acquires the data needed from the client. The project’s estimated timeline will be determined during the planning call based on these and other assumptions, but it is assumed that implementation will be completed within 30 days after signing.

Systems Integration

No system integrations are currently required to implement Comparative Analytics.

Client Project Team: Roles & Responsibilities

Executive Sponsor

- A district office leader (e.g., Superintendent, Assistant Superintendent, CFO, CIO, COO, etc.)
- The “lead” contact: responsible for all major project decisions. Initially, involvement level is medium-to-high until all district users and responsibilities are established. Executive Sponsor involvement decreases once responsibilities have been delegated.
- Assists in organizing training opportunities.





Assumptions

- Frontline Education and Client will provide consistent, named resources to fill project roles throughout project timeline.
- Frontline Education and Client will use a collaborative approach to ensure implementation success.
- Client will provide subject matter experts familiar with organizational policies and procedures throughout the project.
- Client project team will complete online courses, attend instructor-led training, participate in project status calls, and complete project tasks as planned.

Implementation Policies

- Change Management Process: Should the Client identify additional services as part of this project, Frontline Education reserves the right to issue a change order identifying impact to project scope, cost, and timeline for Client review and approval.
- Implementation will expire 365 days from contract signing if Services haven't been initiated and completed.



SHIPPING	\$0.00
RECYCLING FEE	\$40.00
SALES TAX	\$1,474.73
GRAND TOTAL	\$21,514.83

PURCHASER BILLING INFO	DELIVER TO
Billing Address: SPRECKELS UNION SCHOOL DIST ACCOUNTS PAYABLE PO BOX 7362 SPRECKELS, CA 93962-7362 Phone: (831) 455-2550 Payment Terms: NET 30 Days-Govt/Ed	Shipping Address: SPRECKELS UNION SCHOOL DIST NOREEN O'MORE 130 RAILROAD AVE SPRECKELS, CA 93962-7362 Shipping Method: UPS Ground (2-3 days)
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

Tyler Johnson | 800.808.4239 | tyler.johnson@cdwg.com

Need Help?

My Account	Support	Call 800.800.4239
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This order is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
 For more information, contact a CDW account manager.

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Spreckels Union Elementary, CA - 0637710 - Smart Sites

Pricing Term Start Date: February 01, 2026 | **Pricing Term End Date:** June 30, 2027 | **Quote Create Date:** January 16, 2026 | **Reference:** 20260116-112845524

Spreckels Union Elementary, CA - 0637710
PO Box 7362
Spreckels, CA 93962
United States

Bernard Burchette
bburchette@susd.net
831-455-2550

Comments

Jesse Garcia - Parentsquare, Inc.

Products and Services

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
Smart Sites (Multi-site) - Prorated	02/01/2026	5M	1	\$820.00	\$820.00
One Time Up Front Cost			Flat Rate	After \$615.00 discount	

Smart Sites (Multi-site) Annual	07/01/2026	12M	820 Per Student	\$4.00 After \$0.20 discount	\$3,280.00 annually
Smart Sites Onboarding - Standard One Time Up Front Cost · Project Management · Site Launch Consultation · Template Configuration · Activation	02/01/2026		1 Flat Rate	\$3,000.00	\$3,000.00
Smart Sites - Content Migration (100 pages) One Time Up Front Cost	02/01/2026		1 100 Pages	\$750.00	\$750.00

Totals

One Time Up Front Cost

Unit of Measurement	Unit Total	Total
Flat Rate	\$3,820.00	\$3,820.00
100 Pages	\$750.00	\$750.00
		\$4,570.00

Annual

Unit of Measurement	Unit Total	Total
Per Student	\$4.00	\$3,280.00
		\$3,280.00

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

Bernard Burchette
bburchette@susd.net

Bernard Burchette

Kristin McCann
kristin.mccann@parentsquare.com

[sigreqsigner2]

Quote expires: February 15, 2026

Purchase Terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and School Agreement which are located at www.parentsquare.com/agreement, and incorporated by reference into this Order Form ("ParentSquare School Agreement").

By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/School.

NOTE: Pricing above does not reflect ParentSquare's right to increase pricing as set forth in the ParentSquare School Agreement. Pricing above also does not include applicable tax, which will be applied upon invoicing.

Privacy Policy -- The ParentSquare Privacy Policy may be reviewed here - <https://www.parentsquare.com/privacy>

Terms of Use -- The ParentSquare Terms of Use may be reviewed here - <https://www.parentsquare.com/terms>

Questions? Contact Me



Jesse Garcia
jesse.garcia@parentsquare.com



Title Spreckels Union Elementary, CA - 0637710 - Smart Sites
File name redir
Document ID 571d5a4671c63b404dd60212de2f25929465ed85
Audit trail date format MM / DD / YYYY
Status ● Pending signature

This document was signed on app.hubspot.com

Document History

- 
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01 / 28 / 2026
18:47:36 UTC

Sent for signature to Bernard Burchette (bburchette@susd.net) and Kristin McCann (kristin.mccann@parentsquare.com) from esign@hubspot.com
IP: 54.174.52.22
- 
 VIEWED

01 / 28 / 2026
18:48:09 UTC

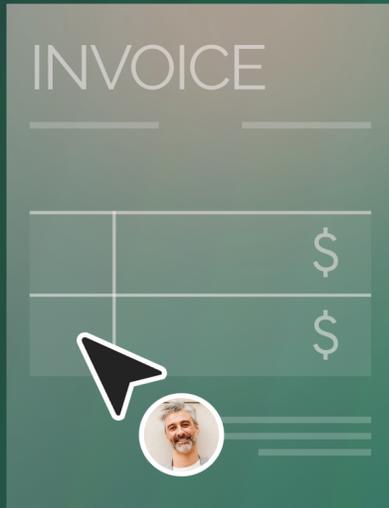
Viewed by Bernard Burchette (bburchette@susd.net)
IP: 198.189.176.74
- 
 SIGNED

01 / 28 / 2026
18:49:07 UTC

Signed by Bernard Burchette (bburchette@susd.net)
IP: 198.189.176.74
- 
 INCOMPLETE

01 / 28 / 2026
18:49:07 UTC

This document has not been fully executed by all signers.



Order Form

for Spreckels School District

Your PandaDoc Subscription

Subscription Term: 03 / 30 / 2026 - 03 / 30 / 2029

Billing Frequency: Annual

Order Form Expires:

Subscription Plan

	Unit Price	Units	Discount	Final Unit Price	Total	
Enterprise Plan - Annual Billing	\$1,068.00 per year	12	25%	\$801.00 per year	\$9,612.00 per year	▼

Recurring Service Subscription

	Unit Price	Units	Final Unit Price	Total	
Premium Support Subscription	\$3,200.00 per year	1	\$3,200.00 per year	\$3,200.00 per year	▼

One-Time Services Subtotal	\$0.00
Recurring Subscription Subtotal	\$12,812.00 per year
Contract Term	1 Years
Year 1 Total	\$12,812.00
Total Savings	\$3,204.00

Unless expressly stated otherwise, all costs quoted in this proposal are in USD, and are exclusive of any sales or other applicable tax.

Onboarding or Services Primary Contact

Who will be the main point of contact working with our team on the implementation of your purchased services?



Bernard Burchette <bburchette@susd.net>

Informed K12

Steve Otero <sotero@susd.net>
To: Bernard Burchette <bburchette@susd.net>

Fri, Jan 23, 2026 at 10:21 AM

This is what the set pricing looks like for a school of our size. I'll forward the intro video to you. I am just waiting for a call from them to set something up.



--
Steve Otero
Director of Information Services and Educational Technology
Spreckels Union School District
P.O. Box 7362, Spreckels, CA 93962
(O) 455-2550 x315
www.spreckelsdistrict.org

IAM Professional Proposal - 15 Users - 1 Year

Pricing valid through 11/27/2025

Price subject to management approval



Proposal

Annual Cost

\$12,636

IAM Professional Edition

*Incl. 17% Silver Success Pack - Support

User Allowance: 15

Unlimited Web Application Envelopes

*Excludes Partner Integration Sends, Web Forms, Power Forms & Bulk Sending from unlimited allowance

Term: 1 Year

*Billed Annually, net 30 days, via Bank Transfer

20% Discount (List Price: \$16,000)

Breakdown

Functionality:

IAM Professional Functionality includes [eWitness](#), [Bulk Send](#), [Signer Attachments](#), [Web Forms](#), [PowerForms](#), [Optional Fields](#), [API Integrations](#) with [Agreement Actions](#), [Single Sign-On](#), [Multi-Channel Delivery](#), [Maestro](#), [Navigator](#), & [DocuSign App Centre](#)

- **15 Users - Unlimited Web Application Envelope Allowance - 1 Year Term**
(Excludes Partner Integration Sends, Web Forms, Power Forms & Bulk Sends which count toward Automation Send allowance)
- Automation Sends: 100 per user/year
- Multi-Channel Delivery: 100 per user/year
- Maestro Workflow: 10 Workflows & 1,000 runs per user/year
- Navigator Uploads:
 - Historical Agreements = 5,000 per user (one-time)
 - Ongoing Uploads & AI Extraction = 1,000 per user/year

Silver Success Pack:

Support: 24/7 case management portal, self-service tutorials, and a dedicated Account Manager.

Adoption: 90-day self-service adoption portal with optional 1:1 Adoption Consultant support.

E-Learning: One Campus Pass for instructor-led courses on DocuSign University.

Billing Terms: Annual Upfront, Net 30 Days, via Bank Transfer (Does not include VAT)

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Introduction

Purpose and Context

This document presents the instructional design and implementation guidance for the **Spreckels Unified School District E-LOP Agricultural Science Pathway Pilot**, an eight-week Expanded Learning Opportunities Program (E-LOP) pilot scheduled for **Spring 2026**. The pilot serves students in **Grades 3–5**, operating **one day per week for 90 minutes**, and utilizes the **Spreckels Elementary School garden** as a hands-on learning laboratory.

The pilot is designed to provide **enrichment-based, experiential learning** that complements—rather than replicates—the regular school day. It prioritizes students eligible for E-LOP services and emphasizes accessibility, engagement, and age-appropriate exploration through applied agricultural science.

What This Pilot Is — and Is Not

This pilot is:

- An **E-LOP enrichment experience**, grounded in hands-on investigation and student curiosity
- An **exploratory, pathway-aligned pilot** intended to build foundational understanding
- A structured opportunity to **document instructional practice, student engagement, and implementation lessons** to inform future planning

This pilot is not:

- A credentialed **Career Technical Education (CTE)** program
- A secondary-level pathway or certification course
- Workforce training, dual enrollment, or technical skills instruction
- A replacement for core instructional time

Clear distinction between exploration and formal CTE instruction is intentional and essential to the integrity of this pilot.

Upstream Pathway Alignment

While this pilot is delivered at the elementary level, it is **intentionally aligned upstream** with regional agricultural and technical education pathways. In particular, the instructional concepts introduced in this guide are **conceptually aligned** with Ag Tech and Mechatronics pathways offered by regional partners, including those articulated to postsecondary programs.

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This alignment is **developmental and conceptual only**. The pilot introduces early scientific ideas—such as soil health, water systems, data observation, and systems thinking—that later support more advanced CTE coursework, without attempting to deliver or replicate secondary-level technical training.

Instructional Design Principles

The weekly curriculum packets that follow are built on the following principles:

- **Hands-on learning:** Students learn through direct interaction with materials, environments, and problems
- **Student artifacts:** Each session produces observable student work that demonstrates engagement and understanding
- **Language development:** Instruction supports English learners through visuals, modeling, and structured reflection
- **Inquiry over testing:** Observation, discussion, and reflection are prioritized over formal assessment
- **Age-appropriate safety and pacing:** Activities are designed specifically for Grades 3–5 learners
- **Documentation for learning:** Each session includes guidance for capturing evidence to inform future decisions

How to Use This Guide

Each of the eight weeks that follow is presented as a **self-contained curriculum packet**, including a facilitation plan, student artifact, materials list, safety notes, differentiation guidance, and evidence-capture suggestions. Facilitators are encouraged to review each packet in advance and to adapt delivery as needed while preserving the core intent of the session.

This guide is intended to be **iterative and reflective**, supporting both high-quality student experiences and thoughtful district-level learning as Spreckels Unified School District considers future pathway development.

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Week 1 Curriculum Packet: Soil as a Living System

This packet provides the foundational session for the SUSD E-LOP Spring 2026 Agricultural Science Pilot. It is designed to be an enrichment-based, hands-on experience for students in grades 3–5.

1) Session Overview

- **Week Number:** 1
- **Week Title:** Soil as a Living System
- **Big Idea:** Soil is a living system that supports life.
- **Purpose:** This session introduces students to the garden as a scientific laboratory and establishes soil as the essential foundation for all agricultural practices and local commodities.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0-10 min	Welcome + Hook	Warmly greet students. Ask: "Is soil just 'dirt,' or is it alive?" Show a handful of healthy garden soil vs. a handful of dry playground sand.	Students participate in a quick community check-in and observe the two samples.
10-20 min	Mini-Lesson + Demo	Briefly model how to use a magnifying glass and a trowel safely. Define "Living System" (soil, air, water, organic matter) using a visual chart.	Students observe the "Safe Tool Handling" demo and identify the four parts of soil on the chart.
20-65 min	Hands-On: Soil Exploration	Activity 1: Direct teams to different garden zones to collect small soil samples in trays. Activity 2: Conduct a	Teams (default 4) rotate roles. They use magnifying glasses to find "living" vs. "non-

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Time	Phase	Facilitator Actions	Student Actions
		simple infiltration test: pour a measured cup of water into a soil sample in a clear cup with holes.	living" parts and record how fast water disappears in their test.
65-75 min	Share-Out	Use the "I noticed..." prompt to lead a discussion. Ask: "Which team's soil drank the water the fastest?"	Reporters from each team share one discovery and one surprise from their exploration.
75-85 min	Reflection + Artifact	Hand out "Soil Observation Sheets." Provide sentence stems for support.	Students complete their drawings and reflections. Facilitator takes photos of work.
85-90 min	Cleanup + Close	Signal the cleanup routine. Ensure tools are wiped and stored safely.	Materials Managers return supplies. The group celebrates the "Garden Scientist of the Day" effort.

3) Student Artifact: My Soil Observation Sheet

[Top Section: Name/Date/Team Name]

Part 1: The Close-Up Look

- [Draw Box: "What I saw in my soil through the magnifying glass"]
- **Word Bank:** Roots, Worms, Water, Rocks, Air, Leaves.

Part 2: The Water Test

- When we poured water, it moved: **FAST / SLOW / NOT AT ALL** (Circle one).

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Part 3: My Reflections

- I noticed _____.
- I wonder _____.
- Soil is a living system because _____.

4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 1 Trowel.
 - 2 Magnifying glasses.
 - 1 Shallow sorting tray (or recycled plastic lid).
 - 2 Clear plastic cups (one with small drainage holes poked in the bottom).
 - 1 Measuring cup (for water).
 - 1 Clipboard with "Soil Observation Sheet."
- **Setup:** Pre-mark "Infiltration Stations" in the garden where water can be safely poured without creating a mud hazard.
- **Cost Tier: \$ (Low)** — Most items are standard classroom/garden supplies or can be recycled.

5) Safety & Environment Notes

- **Hygiene:** All students must wash or sanitize hands immediately after handling soil.
- **Tool Safety:** Trowels must be carried "low and close" to the body. No swinging or digging outside of designated areas.
- **Allergies:** Check for students with soil-borne allergies or skin sensitivities; provide gloves for those students.

6) Differentiation & Access

- **EL Supports:** Use realia (actual worms, roots, and rocks) alongside a visual word bank.
- **Accessibility:** Provide "easy-grip" tools for students with fine-motor challenges. Ensure paths to digging sites are clear for students with mobility needs.
- **Behavior:** Use the four team roles (Materials Manager, Recorder, Reporter, Safety Lead) to ensure every student has a specific responsibility and movement-friendly task.

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7) Evidence Capture

- **Photo Checklist:**
 1. Students using magnifying glasses to investigate soil.
 2. The water infiltration test in progress (showing the setup).
 3. A completed "Soil Observation Sheet" with student drawings.
- **"Look-fors" (Observable Skills):**
 - Safe handling of garden tools.
 - Cooperative teamwork in assigned roles.
 - Ability to identify at least two components of soil.
 - Active participation in the water test experiment.
- **Progress Scale:** Emerging / Developing / Secure.

8) Rancho Cielo Concept Link

This session provides an early **conceptual foundation** aligned with the **Irrigation Practices** and **Local Commodities Knowledge** modules at Rancho Cielo. By observing how water moves through different soil types, students build the basic mental model required for later studies in water conservation and crop management.

Disclaimer: This activity is for elementary-level conceptual exposure only; it is **not** secondary-level technical training or CTE certification.

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Week 2 Curriculum Packet: Water & Irrigation — Moving Water on Purpose

This session transitions from soil observation to the active management of water in an agricultural system. It is designed for Grades 3–5 as part of the SUSD E-LOP Spring 2026 Pilot.

1) Session Overview

- **Week Number:** 2
- **Week Title:** Water & Irrigation: Moving Water on Purpose
- **Big Idea:** Water moves differently through different soils; irrigation choices matter.
- **Purpose:** To introduce the concept that humans make specific choices about how to water plants based on soil behavior and conservation needs.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0–10 min	Welcome + Hook	Recap Week 1: "How did our soil drink the water?". Pour water on a sponge (absorption) vs. a plastic plate (runoff). Ask: "Where does the water go?"	Students observe the sponge/plate demo and discuss which one looks more like the garden soil.
10–20 min	Mini-Lesson + Demo	Briefly show a spray bottle (spray irrigation) and a slow-dripping cup (drip irrigation). Define Runoff and Absorption .	Students identify which method is "fast" and which is "slow".
20–65 min	Hands-On: Irrigation Models	Activity 1: Teams create two soil mounds (one sandy, one clay-heavy—ASSUMPTION). Activity 2: Use spray vs. drip tools to see which causes more	Teams (default 4) rotate roles. They measure how much water stays in the soil

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Time	Phase	Facilitator Actions	Student Actions
		"erosion" or "runoff" on the mounds.	vs. how much puddles on the tray.
65– 75 min	Share-Out	"Which method would you use for a thirsty plant in sandy soil? Why?".	Reporters share their team's "Best Watering Method" and their reasoning.
75– 85 min	Reflection + Artifact	Distribute "Irrigation Comparison Chart". Support with sentence stems.	Students draw the two methods and circle which was most efficient.
85– 90 min	Cleanup + Close	Signal cleanup. Ensure water is poured into garden beds, not drains.	Materials Managers dry off tools and return them to the kit.

3) Student Artifact: Irrigation Comparison Chart

[Top Section: Name/Date/Team Name]

Part 1: The Two Methods

- [Draw Box: "Spray Watering"] vs. [Draw Box: "Drip Watering"]

Part 2: What Happened?

- **Spray Watering:** I saw (Runoff / Absorption). [Circle one]
- **Drip Watering:** I saw (Runoff / Absorption). [Circle one]

Part 3: Making Choices

- **Sentence Stems:**
- I noticed that spray watering moves _____.
- Drip watering is better for _____.
- We should save water because _____.

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4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 2 Large plastic trays (to catch water).
 - 1 Spray bottle (filled with water).
 - 1 Plastic cup with a single tiny pinhole in the bottom (drip model).
 - 2 Small buckets of soil (1 sandy, 1 garden mix—ASSUMPTION).
 - 1 Clipboard with "Irrigation Comparison Chart."
- **Setup:** Fill spray bottles beforehand to maximize hands-on time. Set up trays on flat surfaces to ensure accurate runoff observation.
- **Cost Tier: \$\$ (Some Purchases)** — Trays and spray bottles may need to be purchased if not available on-site.

5) Safety & Environment Notes

- **Water Handling:** Keep water on the trays or in the garden; avoid wet floors to prevent slipping.
- **Hygiene:** Remind students not to drink the irrigation water or touch their faces after handling soil.
- **Tool Safety:** Spray bottles are for soil models only, not for spraying peers.

6) Differentiation & Access

- **EL Supports:** Use visual icons for "Fast/Slow" and "Drip/Spray". Provide a labeled diagram of the two irrigation types.
- **Accessibility:** Use larger spray triggers for students with limited grip strength. Ensure water containers are not too heavy for students to lift.
- **Behavior:** Use a timer for the investigation phase to keep students on task and manage transitions tightly.

7) Evidence Capture

- **Photo Checklist:**
 1. A student demonstrating "drip" vs. "spray" on their soil mound.
 2. Evidence of runoff on the tray vs. absorbed water in the soil.
 3. A team collaborating to fill out their comparison chart.

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- **"Look-fors":**
 - Student uses the terms "drip" and "spray" correctly.
 - Student can explain why one method might waste less water.
 - Team follows the cleanup routine without significant prompting.
- **Progress Scale:** Emerging / Developing / Secure.

8) Rancho Cielo Concept Link

This session provides an early **conceptual foundation** for the **Irrigation Practices** module at Rancho Cielo. By comparing drip and spray methods, students begin to understand water efficiency and conservation—concepts that are central to professional agricultural management.

Note: This activity focuses on foundational awareness of water movement and is **not** secondary-level technical training or certification in irrigation system design.

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Week 3 Curriculum Packet: Measuring the Invisible (Moisture Tools)

This session introduces students to the concept of using technology and data to "see" things that are hidden from the human eye—specifically, water deep within the soil.

1) Session Overview

- **Week Number:** 3
- **Week Title:** Measuring the Invisible: Moisture Tools & Data Habits
- **Big Idea:** Tools help us measure what we can't see.
- **Purpose:** To develop student data habits by using sensors as "digital senses" to measure soil moisture and inform watering decisions.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0–10 min	Welcome + Hook	Show two identical pots. Both look dry on top, but one is wet at the bottom. Ask: "How can we know which plant needs water without digging it up?"	Students guess which pot is wetter and discuss why looking at the surface isn't enough.
10–20 min	Mini-Lesson + Demo	Introduce the moisture meter (analog probe). Show how to insert it gently and read the scale (Dry/Moist/Wet).	Students practice reading the scale on a large visual chart (Word Bank: Gauge, Sensor, Probe).
20–65 min	Hands-On: The Big Probe	Activity 1: Teams visit 3 garden zones (Sun, Shade, Near a Sprinkler). Activity 2: Record readings and compare with a "finger test" (touching the soil).	Teams (4 students) rotate roles. Recorder logs the "meter number" while the Safety Lead ensures

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Time	Phase	Facilitator Actions	Student Actions
			the probe is handled correctly.
65– 75 min	Share-Out	"What did the tool see that your eyes missed?". Compare data from the sun vs. shade zones.	Reporters share their highest and lowest readings with the group.
75– 85 min	Reflection + Artifact	Distribute "Soil Moisture Data Log". Students complete the table and reflection stems.	Students draw their gauge readings and write one "data-based" decision.
85– 90 min	Cleanup + Close	Ensure all probes are wiped clean and caps are replaced.	Materials Managers return the "digital senses" (tools) to the kit.

3) Student Artifact: Soil Moisture Data Log

[Top Section: Name/Date/Team Name]

Part 1: Data Collection

Garden Zone	Meter Reading (1–10)	Color (Red/Green/Blue)
Sun Zone		
Shade Zone		
Wet Zone		

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Part 2: Visual Evidence

- [Draw Box: "Draw the gauge for the Sun Zone"]

Part 3: Data Reflection

- **Sentence Stems:**
- Our sensor showed that _____ was the driest zone.
- I was surprised that _____.
- Our data tells us we should (Water / Not Water) this area.

4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 1 Analog Soil Moisture Meter (battery-free, simple probe).
 - 1 Microfiber cloth (to wipe the probe between tests).
 - 1 Clipboard with "Soil Moisture Data Log."
 - 1 "Gauge Visual" (A printed picture of the meter face for easier reading).
- **Setup:** Identify three distinct "zones" in the Spreckels garden (e.g., a dry patch near the gate, a shaded patch under a tree, and a recently watered bed).
- **Cost Tier: \$\$ (Some Purchases)** — Analog moisture meters typically cost \$8–\$12 each.
- **ASSUMPTION:** The school has enough varied garden terrain to provide different moisture readings.

5) Safety & Environment Notes

- **Tool Safety:** Probes are thin and can be sharp; they must be kept pointed at the ground and never used for play.
- **Garden Safety:** Remind students not to force the probe into hard, dry ground or rocks to avoid snapping the tool.
- **Hygiene:** Wipe the probe after each use to prevent the spread of soil pathogens between beds.

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6) Differentiation & Access

- **EL Supports:** Use color-coded scales (Red=Dry, Green=Perfect, Blue=Wet) to help students identify findings without relying solely on numbers.
- **Accessibility:** Provide "T-handle" probes or adapters if students have difficulty gripping thin tools.
- **Attention/Behavior:** Assign the "Safety Lead" the specific job of holding the protective cap for the probe to keep them engaged during transitions.

7) Evidence Capture

- **Photo Checklist:**
 1. Students inserted the probe correctly (vertical, not slanted).
 2. A student pointing to the meter gauge and discussing the number with a teammate.
 3. A completed Data Log showing different readings for different zones.
- **"Look-fors":**
 - Student uses the term "sensor" or "measurement".
 - Student can identify that a high number/blue zone does not need more water.
 - Team demonstrates "Data Communications" by accurately recording findings.
- **Progress Scale:** Emerging / Developing / Secure.

8) Rancho Cielo Concept Link

This session provides a **conceptual foundation** for two Rancho Cielo modules: **Internet of Things (IoT)** and **Data Communications**. Students learn that sensors act as "digital senses" to gather information that humans cannot easily see, and that recording this information is the first step in agricultural data communication.

Disclaimer: This is an introductory activity focused on simple analog measurement; it is **not** secondary-level instruction on IoT network configuration or PLC programming.

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Week 4 Curriculum Packet: Mapping the Garden (Geospatial Patterns)

This session introduces students to the concept of spatial organization and how the location of a plant—its "address" in the garden—impacts its access to resources like sun and water.

1) Session Overview

- **Week Number:** 4
- **Week Title:** Mapping the Garden: Location, Zones, and Patterns
- **Big Idea:** Where something grows changes what it needs.
- **Purpose:** Students transition from observing individual samples to understanding the garden as a mapped system of distinct zones (sun/shade, wet/dry), building foundations for geospatial thinking.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0–10 min	Welcome + Hook	Warm greeting and community check-in. Show a simple bird's-eye view photo of a local farm. Ask: "Why is the farm laid out in rows and boxes instead of circles?".	Students observe the "view from above" and discuss why patterns might help a farmer.
10–20 min	Mini-Lesson + Demo	Briefly explain "Garden Zones" (Sun/Shade, Wet/Dry). Model how to use a tape measure or string to find the boundary of a "plot".	Students identify zones they notice in the current garden space.

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Time	Phase	Facilitator Actions	Student Actions
20–65 min	Hands-On: Zone Mapping	Activity 1: Teams walk the garden to identify "Sun Zones" and "Shade Zones". Activity 2: Use simple measuring tools to sketch the shapes of different garden beds on their map.	Teams (4 students) rotate roles. The Recorder draws while the Materials Manager handles the measuring string.
65–75 min	Share-Out	"What patterns did you find?". Ask if the wettest spots from Week 3 are in the sun or shade.	Reporters share one "discovery" from their map, such as a hidden dry spot.
75–85 min	Reflection + Artifact	Distribute "Garden Zone Map" templates. Provide sentence stems for support.	Students finalize their map legends and write a short reflection.
85–90 min	Cleanup + Close	Lead the team reset of tools/materials. Preview next week: "How machines follow these maps".	Students return clipboards and measuring tools to the designated bins.

3) Student Artifact: Garden Zone Map

[Top Section: Name/Date/Team Name]

Part 1: The Bird's-Eye View

- [Large Draw Box: "Our Garden Map"]
- **Instructions:** Draw the shapes of 3 different garden beds. Use colors to show Sun vs. Shade.

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Part 2: Map Legend (Key)

-  = Sun Zone
-  = Shade Zone
-  = Wet Zone

Part 3: Reflection

- **Sentence Stems:**
- Our map shows a pattern of _____.
- Plants in the **Sun Zone** might need (More / Less) water.
- If I were a farmer, I would plant _____ in the shade.

4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 1 Clipboard with graph paper or the "Garden Zone Map" template.
 - 1 Measuring tape or 10-foot length of colorful string.
 - 1 Set of colored pencils (Yellow, Blue, Green, Brown).
 - 4 "Role Cards" (Materials Manager, Recorder, Reporter, Safety Lead).
- **Setup:** Ensure the garden is accessible and boundaries are clearly marked with cones if needed.
- **Cost Tier: \$ (Low)** — Uses standard classroom supplies and basic measuring tools.
- **ASSUMPTION:** Basic graph paper and colored pencils are available through site E-LOP supplies.

5) Safety & Environment Notes

- **Movement Safety:** No running in garden areas; students should stay on designated paths to avoid stepping on plants.
- **Tool Safety:** Measuring tapes should be retracted slowly to avoid "snapping" fingers; string should never be wrapped around limbs or necks.
- **Hygiene:** Wash hands after handling garden materials or touching the ground.

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6) Differentiation & Access

- **EL Supports:** Use visual icons (Sun/Cloud/Drop) on the map legend. Provide a "word bank" for reflection: *Hot, Cold, Dry, Wet, Pattern, Zone*.
- **Accessibility Adaptations:** Provide pre-drawn outlines of the garden beds for students with fine-motor challenges. Use high-contrast string for students with visual impairments.
- **Behavior Supports:** Keep transitions tight; use a "start/stop" signal (like a whistle or hand clap) for moving between garden zones.

7) Evidence Capture

- **Photo Checklist:**
 1. Students measuring a garden bed or "zone" boundary.
 2. A student team pointing to their map while looking at the actual garden.
 3. A completed Garden Zone Map with a clear legend.
- **"Look-fors" Checklist:**
 - Student can identify a "Sun Zone" vs. a "Shade Zone."
 - Student uses a legend to explain their drawing.
 - Team demonstrates "Soft Skills" by sharing the drawing/measuring tasks.
 - Student uses the word "pattern" when describing the garden.
- **Simple Rubric Line:** Emerging / Developing / Secure.

8) Rancho Cielo Concept Link

This session provides an early **conceptual foundation** for **GPS / Geospatial Technologies** and **Precision Ag Software Skills**. Students learn that "where" a plant is located matters, and that mapping these locations is how modern farmers use data to make precise decisions.

Disclaimer: This is a foundational mapping activity; it is **not** secondary-level technical training in GIS software, GPS hardware, or professional surveying.

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Week 5 Curriculum Packet: Rules & Automation (Logic & Sequencing)

This session introduces students to the fundamental logic that powers modern agricultural technology. Instead of manual labor, students explore how instructions and sequences allow machines to perform complex tasks like watering plants or monitoring soil.

1) Session Overview

- **Week Number:** 5
- **Week Title:** Rules & Automation: Machines Follow Instructions
- **Big Idea:** Machines follow rules and sequences to do jobs.
- **Purpose:** To build a conceptual bridge between human decision-making and automated agricultural systems (like irrigation timers) using logic-based "if/then" thinking.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0–10 min	Welcome + Hook	Warm Greeting: Quick community check-in. The "Human Robot" Game: Pretend to be a robot that only follows exact instructions to "water a plant." Ask students to give commands (e.g., "Walk 3 steps," "Lower hand").	Students give specific, sequenced commands to the facilitator to accomplish a garden task.
10–20 min	Mini-Lesson + Demo	Brief Instruction: Explain that computers use "If/Then" rules. Demo: Show a simple mechanical water timer (if available). Example: "IF the time	Students identify the "Trigger" (8:00 AM) and the "Action" (Watering) in different scenarios.

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Time	Phase	Facilitator Actions	Student Actions
		is 8:00 AM, THEN turn on the water."	
20–65 min	Hands-On: The Instruction Chain	Activity 1: Teams use "Logic Cards" to build a sequence for a garden task (e.g., Planting a seed). Activity 2: "If/Then" Garden Scavenger Hunt—find a garden condition (e.g., "Soil is dry") and decide the automated "Then" action.	Teams (4 students) rotate roles. They arrange sequencing cards and use "If/Then" stickers to mark garden needs.
65–75 min	Share-Out	"What surprised you?" Ask: "What happens if a robot skips step 2 in a sequence?" Normalize different results and "mistakes as data."	Reporters from each team share their "Instruction Chain" and explain why the order matters.
75–85 min	Reflection + Artifact	Distribute "Instruction Chain Diagram." Support with sentence stems for EL students. Portfolio capture (photo of work).	Students draw their sequence and complete the "If/Then" logic statements on their artifact.
85–90 min	Cleanup + Close	Team Reset: Return all cards and materials to kits. Celebrate Effort: Preview next week—"Seeing the garden from above."	Materials Managers organize the logic cards. All students participate in the garden reset.

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3) Student Artifact: Instruction Chain Diagram

[Top Section: Name/Date/Team Name]

Part 1: The Sequence (Order Matters!)

- **Task:** Planting a Seed
- [Box 1: First] → [Box 2: Next] → [Box 3: Then] → [Box 4: Last]
- *(Instruction: Draw or write the 4 steps in order!)*

Part 2: If/Then Logic

- **IF** the soil moisture sensor is **RED** (Dry)...
- **THEN** the machine should _____.

Part 3: Reflection

- **Sentence Stems:**
- "Our team discovered that step number ____ is the most important because _____."
- "If a machine follows the wrong order, then _____."

4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 1 Set of "Garden Sequencing Cards" (e.g., Dig hole, Place seed, Cover with soil, Water).
 - 1 "If/Then" card set (Green/Red color-coded cards).
 - 1 Clipboard with "Instruction Chain Diagram."
 - 1 Mechanical or battery-operated water timer (for demonstration only).
- **Setup:** Prepare the "Logic Cards" ahead of time by laminating or using heavy cardstock. Identify specific garden beds for the scavenger hunt.
- **Cost Tier: \$ (Low)** — Uses printed cardstock and basic demonstration tools.
- **ASSUMPTION:** Basic mechanical water timers are available or can be modeled with paper diagrams.

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5) Safety & Environment Notes

- **Garden Safety:** Students should remain on paths while searching for "If/Then" conditions.
- **Tool Handling:** If using a real water timer for demonstration, handle with dry hands and do not allow students to disassemble the device.
- **Hygiene:** Remind students to wash hands after the scavenger hunt if they touch soil or plants.

6) Differentiation & Access

- **English Learner (EL) Supports:** Use visual sequence cards (pictures only) before adding words. Use color-coding (Green for "If," Blue for "Then").
- **Accessibility Adaptations:** Provide pre-cut "Instruction Chain" stickers for students with fine-motor challenges. Allow "Reporter" role to use a digital recorder or point to cards.
- **Behavior Supports:** Use "Pause" and "Redirection" scripts if students become distracted during the scavenger hunt. Use clear start/stop signals for transitions.

7) Evidence Capture

- **Photo Checklist:**
 1. Student teams arranging the "Instruction Chain" cards in order.
 2. The "Human Robot" demonstration (facilitator or student roleplay).
 3. Completed "If/Then" logic statements on student artifacts.
- **“Look-fors” Checklist:**
 - Student uses the words "sequence" or "order" correctly.
 - Student identifies an "If/Then" relationship in the garden.
 - Team demonstrates "Soft Skills" by collaborating on the card sequence.
 - Student shows a "Growth Mindset" when a sequence doesn't work the first time.
- **Simple Rubric Line:** Emerging / Developing / Secure.

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8) Rancho Cielo Concept Link

This session provides a **conceptual foundation** for **Programmable Logic Controllers (PLCs)** and **Data Communications**. By practicing "if/then" thinking and sequencing, students build the logical framework used in advanced automation systems that control farm machinery.

Disclaimer: This is a foundational logic activity focused on sequence and cause/effect; it is **not** secondary-level technical training in programming, PLC wiring, or industrial automation.

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Week 6 Curriculum Packet: Seeing from Above (Observation & Drones)

This session introduces students to the concept of **perspective** and how different points of view—specifically aerial views—can help farmers identify patterns and problems in the garden that are difficult to see from the ground.

1) Session Overview

- **Week Number:** 6
- **Week Title:** Seeing from Above: Observation Changes Decisions
- **Big Idea:** Different views reveal different information.
- **Purpose:** To demonstrate how aerial perspectives reveal patterns in plant health and soil moisture, connecting observation to smarter agricultural decisions.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0–10 min	Welcome + Hook	Warm Greeting: Quick community check-in. Show two photos of the same garden: one from the ground and one from a drone. Ask: "What can the bird see that the worm cannot?"	Students observe the two photos and identify things visible only from the aerial view (like a missing row or a hidden dry spot).
10–20 min	Mini-Lesson + Demo	Instruction: Keep it brief (10 min max). Explain that farmers use "Aerial Views" to find patterns like dry spots or pests. Demo: Model looking at a "Mystery Map" (printed aerial photo) and finding three specific patterns.	Students practice identifying "patterns" on a sample aerial image.

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Time	Phase	Facilitator Actions	Student Actions
20–65 min	Hands-On: The Aerial Detective	Activity 1: Teams visit the garden. First, they sketch a small area from the ground. Activity 2: Then, they stand on a safe vantage point (e.g., a sturdy bench or top of a safe slope) or use printed aerial shots of the Spreckels garden to "look from above".	Teams (4 students) rotate roles. They compare what they see from both views and mark "Problem Zones" on their maps.
65–75 min	Share-Out	Discussion: "What did you notice from above that surprised you?". Normalize different results.	Reporters share one thing they saw from above that was "invisible" from the ground.
75–85 min	Reflection + Artifact	Artifact Completion: Distribute "Above vs. Ground Comparison Sheet". Support with sentence stems.	Students complete their drawings and write how the aerial view helped them make a better decision.
85–90 min	Cleanup + Close	Team Reset: Return all clipboards and photos. Celebrate Effort: Celebrate curiosity and the "Eye in the Sky" mindset.	Materials Managers organize the photos. Students reset their garden area.

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3) Student Artifact: Above vs. Ground Comparison Sheet

[Top Section: Name/Date/Team Name]

Part 1: Two Perspectives

- [Draw Box: "View from the Ground"]
- [Draw Box: "View from Above"]

Part 2: Finding Patterns

- On my aerial map, I noticed: (**Dry Spots / Missing Plants / Hidden Trash / Wet Spots**). [Circle all that apply]

Part 3: Decision Making

- **Sentence Stems:**
- "The view from above helped me see _____."
- "From the ground, I could not see _____."
- "If I were a farmer using a drone, I would check on _____."

4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 1 Printed aerial photo of the Spreckels Elementary garden (Google Earth or similar).
 - 1 Clipboard with "Above vs. Ground Comparison Sheet".
 - 1 Set of colored pencils or markers.
 - 4 "Role Cards".
- **Setup:** Print high-resolution aerial maps of the school garden beforehand. If using a physical vantage point, ensure it is safety-approved and supervised.
- **Cost Tier: \$ (Low)** — Uses printed images and standard classroom supplies.
- **ASSUMPTION:** The school has access to current Google Earth imagery or a previous drone photo of the site.

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5) Safety & Environment Notes

- **Vantage Point Safety:** Students must never climb fences, tall ladders, or unstable structures to get an "aerial view".
- **Garden Protocol:** Stay on paths to protect the soil structure observed in Week 1.
- **No Drone Flight: CRITICAL:** This pilot is for observation only. Students do **not** fly or handle drones.

6) Differentiation & Access

- **EL Supports:** Use visual "Above" and "Below" icons. Provide a word bank: *Pattern, Perspective, Aerial, Map, Ground*.
- **Accessibility:** For students with mobility constraints who cannot reach a physical vantage point, provide a high-quality 11x17 "Drone View" photo to analyze at the table.
- **Behavior:** Use clear boundaries for the "Aerial Detective" scavenger hunt to keep groups from wandering.

7) Evidence Capture

- **Photo Checklist:**
 1. Students comparing a printed aerial map to the real garden.
 2. Student drawings showing the difference between ground and aerial views.
 3. A team pointing out a "pattern" on their map.
- **"Look-fors" Checklist:**
 - Student uses the word "perspective" or "aerial" correctly.
 - Student can point to a pattern (like a dry spot) on a map.
 - Team demonstrates teamwork while sharing the map.
- **Progress Scale:** Emerging / Developing / Secure.

8) Rancho Cielo Concept Link

This session provides a **conceptual foundation** for **Unmanned Aerial Systems (Drones)** and **Precision Ag Software Skills**. Students learn how changing their perspective reveals the data needed for "precision" decisions.

Disclaimer: This is a foundational observation activity focused on perspective; it is **not** secondary-level technical training, FAA Part 107 preparation, or flight instruction.

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Week 7 Curriculum Packet: Food Safety & Quality — From Garden to Table

This session focuses on the critical transition from growing food to ensuring it is safe for the community to consume. It emphasizes responsibility, hygiene, and the science of preventing contamination.

1) Session Overview

- **Week Number:** 7
- **Week Title:** Food Safety & Quality: From Garden to Table
- **Big Idea:** How we handle food affects safety and quality.
- **Purpose:** To introduce students to the "soft skills" of responsibility and the technical habits of hygiene required to maintain a healthy food system.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0–10 min	Welcome + Hook	The Glitter/Germ Demo: Put a small amount of "Glo-Germ" or glitter on your hand and shake a few students' hands. Ask: "How far did the 'germs' travel?"	Students observe how easily "pathogens" (germs) spread through touch and discuss why this matters for food.
10–20 min	Mini-Lesson + Demo	Instruction: Keep it under 10 minutes. Define Contamination (dirty stuff getting on food). Show the right way to wash hands and handle a harvest basket.	Students identify "Safe" vs. "Unsafe" scenarios using visual cards (e.g., dropping a carrot on the ground).
20–65 min	Hands-On: The Safety Scan	Activity 1: Teams walk the garden to find "contamination risks" (e.g., bird droppings, standing water, dirty tools).	Teams (4 students) rotate roles. The Safety Lead checks everyone's hands,

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Time	Phase	Facilitator Actions	Student Actions
		Activity 2: Practice the "Harvest Protocol": wash hands, clean tools, and secure the "harvest" area.	while the Recorder notes risks found in the garden.
65– 75 min	Share-Out	"What did you notice?" Ask: "What was the hardest risk to find?". Normalize that germs are often invisible.	Reporters share their team's "Top 3 Rules for a Safe Garden".
75– 85 min	Reflection + Artifact	Distribute "Food Safety Checklist Poster" materials. Support with sentence stems.	Students create a visual poster of do's and don'ts for the garden.
85– 90 min	Cleanup + Close	Signal the cleanup routine. Ensure all "Glo-Germ" or glitter is thoroughly washed off.	Materials Managers return posters and cleaning supplies. Celebrate team responsibility.

3) Student Artifact: Food Safety Checklist Poster

[Top Section: Name/Date/Team Name]

Part 1: The "Stay Safe" Checklist

- I washed my hands for 20 seconds.
- My tools are clean.
- I checked the plant for "critters" or dirt.

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Part 2: Do vs. Don't

- [Draw Box: "YES! Safe Handling"] vs. [Draw Box: "NO! Contamination"]

Part 3: Reflection

- **Sentence Stems:**
- "We keep food clean because _____."
- "One germ I want to keep out of the garden is _____."
- "Food safety is a team job because _____."

4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 1 Set of "Safe vs. Unsafe" scenario cards.
 - 1 Bottle of Glo-Germ or fine glitter (ASSUMPTION: for demonstration).
 - 1 Handwashing station (soap, water, paper towels).
 - 1 Poster paper and markers for the artifact.
 - 4 "Role Cards".
- **Setup:** Ensure the handwashing station is fully stocked. Hide "Contamination Risk" markers (like small red ribbons) around the garden for students to find.
- **Cost Tier: \$\$ (Some Purchases)** — Glo-Germ and poster materials require a small budget.

5) Safety & Environment Notes

- **NO TASTING:** Students must **not** taste any garden materials unless explicitly approved and supervised by SUSD staff.
- **Hygiene:** Thorough handwashing is mandatory after soil or plant contact.
- **Allergy Awareness:** Confirm any student allergies to soaps or sanitizers before the demo.

6) Differentiation & Access

- **EL Supports:** Use "Stop" (Red) and "Go" (Green) visuals for safety rules. Provide a word bank: *Clean, Wash, Safe, Germ, Health*.
- **Accessibility:** Provide gloves for students with sensory aversions to wet soap or soil. Ensure the "Safety Scan" remains on flat, accessible garden paths.
- **Behavior:** Use clear "start/stop" signals for the garden scan to prevent groups from wandering too far.

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7) Evidence Capture

- **Photo Checklist:**
 1. Students demonstrating the correct handwashing technique.
 2. The team "Safety Checklist" posters.
 3. Students identifying "risks" in the garden during the scan.
- **“Look-fors” Checklist:**
 - Student can explain why washing hands is important for others, not just themselves.
 - Student uses the term "contamination" or "pathogen" (germ).
 - Team follows the safety protocol without being reminded.
- **Progress Scale:** Emerging / Developing / Secure.

8) Rancho Cielo Concept Link

This session provides a **conceptual foundation** for the **Food Safety, Local Commodities Knowledge**, and **Soft Skills** modules at Rancho Cielo. Students learn that producing food for a community requires personal responsibility and adherence to safety protocols.

Disclaimer: This is an enrichment activity focused on basic hygiene and community health; it is **not** secondary-level technical training, food safety certification (e.g., ServSafe), or regulatory compliance training.

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Week 8 Curriculum Packet: Showcase & Reflection — How Science Supports Farming

This final session serves as the capstone for the 8-week pilot. It focuses on synthesizing learning, celebrating effort, and producing the documented proof-of-concept artifacts required for the program.

1) Session Overview

- **Week Number:** 8
- **Week Title:** Showcase & Reflection: How Science Supports Farming
- **Big Idea:** Science, tools, and teamwork help communities grow food.
- **Purpose:** Students curate their work into mini-portfolios to reflect on their growth as "garden scientists" and share their findings with the community.

2) 90-Minute Facilitation Plan

Time	Phase	Facilitator Actions	Student Actions
0–15 min	Welcome + Curation	Warmly greet the "Kairos family". Distribute students' previous artifacts from Weeks 1–7.	Students organize their 7 previous artifacts into a folder or envelope.
15–30 min	Mini-Lesson: Sharing Science	Keep talk brief (10 min max). Model how to use a "look-for" to explain an artifact to a visitor (e.g., "I used this sensor to...").	Students practice a 30-second explanation of their favorite week with a partner.
30–65 min	The Garden Showcase	Facilitate a "Gallery Walk" in the garden. Visitors ([TBD] staff/families) rotate through student stations.	Students stand by their favorite garden zone (from Week 4) and share their mini-portfolios.

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Time	Phase	Facilitator Actions	Student Actions
65– 80 min	Personal Reflection	Hand out the "Mini-Portfolio Cover Sheet." Encourage a growth mindset: "What was a 'productive struggle' for you?".	Students complete their final written/drawn reflection and decorate their portfolio cover.
80– 90 min	Cleanup & Celebration	Signal the final cleanup. Celebrate the cohort's effort and "innovative" spirit.	Teams reset the garden lab one last time. Students take their portfolios home.

3) Student Artifact: Mini-Portfolio Cover Sheet

[Top Section: My Agricultural Science Journey — Spring 2026]

Student Name: _____ Team: _____

My Favorite Discovery:

- [Draw Box: "The coolest thing I saw in the garden"]

Reflecting on My Work:

- **Sentence Stems:**
- "I used to think soil was just dirt, but now I know _____."
- "The tool that helped me the most was the _____ because _____."
- "One thing I am proud of learning is _____."

I am a Garden Scientist because...

- (Circle all that apply): **I observed / I measured / I worked as a team / I solved problems.**

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4) Materials List & Setup Notes

- **Quantities (Per team of 4):**
 - 4 Portfolio Folders or large envelopes.
 - Previously completed artifacts (Weeks 1–7).
 - Glue sticks and markers for cover decoration.
 - "Reflection Stickers" (e.g., stars or garden icons).
 - **Setup:** Organize the "Showcase" stations in the Spreckels Elementary garden. Ensure each team has a designated space to display their portfolios.
 - **Cost Tier: \$ (Low)** — Primarily utilizes existing student work and basic stationary.
-

5) Safety & Environment Notes

- **Crowd Management:** Ensure visitors follow garden path protocols to protect planting beds.
 - **Weather Readiness:** Have a backup indoor location [TBD] in case of rain, as the showcase involves paper artifacts.
 - **Hygiene:** Even though this is a showcase, remind students to wash hands after any garden handling.
-

6) Differentiation & Access

- **EL Supports:** Provide the visual "Word Bank" from Weeks 1–7 (e.g., *Infiltration*, *Sensor*, *Sequence*, *Aerial*) to help students during the showcase.
 - **Accessibility:** Offer digital "audio recording" as an alternative to the written reflection for students with fine-motor challenges.
 - **Behavior:** Use "Safe Hands/Safe Feet" redirections if excitement levels during the showcase become too high.
-

7) Evidence Capture (for Documentation)

- **Photo Checklist:**

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1. Students presenting their work to an adult or peer.
 2. A close-up of a completed "Mini-Portfolio Cover Sheet".
 3. A wide shot of the "Showcase" in the garden lab.
- **"Look-fors" (Engagement Indicators):**
 - Student uses at least 2 scientific vocabulary words correctly.
 - Student can describe one "If/Then" logic chain from the pilot.
 - Student demonstrates pride in their artifacts.
 - Student contributes to the final team cleanup.
 - **Progress Scale:** Emerging / Developing / Secure.
-

8) Rancho Cielo Concept Link (Explicit and Restrained)

This session provides a **conceptual foundation** for **Soft Skills, Local Commodities Knowledge, and Data Communications**. By curating their work and presenting findings, students practice "sharing information clearly" and taking "responsibility" for their team roles—skills essential for professional agricultural pathways.

Disclaimer: This is a celebratory enrichment activity; it is **not** a secondary-level CTE presentation, a credentialed certification, or a formal industry assessment.

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This **End-of-Pilot Implementation Memo Template** is designed for the Lead Facilitator or Program Lead to complete after the final session in May 2026. It provides SUSD leadership with the "documented proof-of-concept" required to inform future agricultural pathway development.

MEMORANDUM: SUSD E-LOP Ag Science Pilot Implementation Report

TO: Superintendent Eric Tarallo; SUSD Board of Education

FROM: [TBD - Lead Facilitator/Program Lead Name]

DATE: [TBD - May 2026]

SUBJECT: Implementation Summary and Recommendations: E-LOP Spring Pilot 2026

1. Executive Summary

Provide a 3-4 sentence overview of whether the pilot met its goal of delivering hands-on enrichment and producing documented artifacts. Note the overall engagement level of the Grade 3–5 cohort.

2. Parameter Achievement

- **Duration:** [8 weeks completed / Not completed].
- **Cohort Size:** [Insert number] students (Target: 15–20).
- **Priority Population:** Confirm percentage of EL or low-income students served.
- **Session Cadence:** Confirm 90-minute Wednesday sessions held.

3. Implementation Realities: What Worked

- **Instructional Rhythm:** Did the 90-minute rhythm (Hook, Hands-On, Reflect) maintain student focus?.
- **Garden Lab Utility:** How effectively did the Spreckels Elementary garden serve as the primary lab?.
- **Student Artifacts:** Describe the quality of the portfolios produced (e.g., Soil Logs, Irrigation Charts).

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4. Challenges & "What Didn't Work"

- **Staffing Realities:** Report on the actual workload for the Lead Facilitator and Support Staff.
- **Materials/Logistics:** Note any issues with specific tools (e.g., moisture meters) or weather-related disruptions.
- **Behavior/Transitions:** Identify any "friction points" in student movement between the classroom and garden.

5. Compliance & Alignment Verification

- **E-LOP Compliance:** Confirm that the pilot complemented, rather than replicated, the school day.
- **Language Discipline:** Verify that no claims of "CTE certification" or "workforce readiness" were made in any materials.
- **Rancho Cielo Alignment:** State how the conceptual links to modules (e.g., Irrigation, IoT) were introduced.

6. Success Criteria Check

- **Consistency:** Ran for 8 weeks within budget.
- **Deliverables:** Artifacts and data logs are curated and ready for review.
- **Documentation:** A materials list and cost log have been updated for future scale.

7. Recommendations for Future Phases

Based on this pilot, provide 3 specific recommendations for future expansion (e.g., adding 2nd grade, increasing frequency, or deepening partner involvement with RCD).

Lead Facilitator Quality Check (Internal Only) * Confirm all student PII has been removed from this memo.

- Ensure all safety protocols were followed and any incidents are noted elsewhere.

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Closing Note

This guide reflects the current design of the **Spring 2026 E-LOP Agricultural Science Pathway Pilot** as a **time-bound, exploratory initiative**. Its primary purpose is to support high-quality student experiences while enabling the district to learn from implementation, including instructional pacing, staffing considerations, student engagement, and the practical use of hands-on agricultural science as an enrichment model.

The materials and structures outlined here are intended to be **tested, observed, and refined**. Findings from the pilot—including student artifacts, facilitator observations, and implementation notes—will inform future discussions regarding program sustainability, potential scaling, and alignment with broader pathway development goals.

No assumptions about continuation or expansion are embedded in this guide. Any future decisions will be based on documented learning from this pilot and aligned with district priorities, capacity, and community needs.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between Spreckels Union School District (“District”) and Kairos Learning Solutions, LLC, a California limited liability company (“Kairos”), collectively referred to as the “Parties.”

This MOU outlines the terms under which Kairos will design and implement an eight-week Agricultural Science / AgTech Enrichment Pilot funded through the District’s Expanded Learning Opportunities Program (E-LOP).

1. PURPOSE. This MOU is to establish a structured partnership to implement an Agricultural Science Pathway Pilot designed to introduce elementary students to agricultural science, environmental systems, and emerging agricultural technologies through hands-on, project-based learning.

This pilot includes curriculum design, instructional delivery, industry exposure, coordination, and end-of-pilot documentation to support both implementation and potential future pathway development.

2. PROGRAM STRUCTURE

- Program Title: Agricultural Science Pathway Pilot
- Duration: 8 consecutive weeks
- Schedule: Mondays, 3:00–4:30 PM (90 minutes)
- Students Served: Approximately 15–20 students (District selected)
- Location: District-designated campus space
- Funding Source: E-LOP
- The program will include two rotating student groups if necessary to accommodate enrollment.
- Two adults will be present at all times during program operation.

3. SCOPE OF SERVICES PROVIDED. Kairos will provide full-service program implementation, including but not limited to:

A. Curriculum Design and Development

- Agricultural science pathway framing
- Project-based instructional sequencing
- Weekly lesson plans

- Real-world agricultural science integration
- Alignment with enrichment goals appropriate for grades 3–5
- Integration of career exploration components

B. Instructional Delivery

- Qualified instructor facilitation of all sessions
- Hands-on project management
- Student engagement and supervision during instructional time

C. Industry & Community Integration

- Coordination of local agricultural industry guest speakers
- Short career spotlight presentations embedded within lessons
- Exposure to local ag career pathways

Kairos (through its designated instructor/program lead) will be responsible for identifying and coordinating guest speakers as part of lesson planning.

Guest speakers:

- Will provide brief informational presentations
- Will not assume supervisory responsibility
- Will not be employees of the District or Kairos
- Will comply with District visitor policies

D. Program Coordination & Administration

- Scheduling coordination
- Instructor oversight
- Communication coordination with District liaison
- Materials planning and supply coordination

E. Documentation & Wrap-Up Reporting

1. Summary of pilot implementation
2. Observations regarding student engagement
3. Recommendations for future pathway expansion (if requested).



F. Personnel Screening and Compliance. Kairos shall ensure that all instructors and adults assigned to provide services under this MOU have successfully completed background checks in compliance with applicable California law. Documentation of clearance shall be maintained by Kairos and provided to the District upon request.

4. CONSULTING SERVICES (SEPARATE COMPONENT). In addition to program implementation, Kairos will engage an independent educational consultant (Bill Lipe) to provide limited consulting services related to:

- Agricultural pathway concept framing
- Curriculum architecture support
- Strategic launch guidance
- Advisory input during the 8-week pilot period

Consulting services are advisory only and do not include instructional delivery or student supervision.

5. COMPENSATION. Total Compensation Under This MOU: \$12,700 and consists of:

- Curriculum development
- Instructional delivery
- Staffing (two adults present)
- Industry speaker coordination
- Materials planning
- Administrative oversight
- Consulting advisory services
- End-of-pilot documentation

No additional services beyond the scope defined in this MOU are included unless agreed upon in writing.

Payment shall be made as follows:

Option A (staged payments):

- 50% upon execution
- 50% within 30 days of program completion

OR

Option B (one-time payment):

- Full payment within 30 days of invoice submission

6. RESPONSIBILITIES OF THE DISTRICT. The District agrees to:

1. Select and enroll participating students.
2. Provide suitable campus space.
3. Provide site-based emergency procedures and behavioral policies.
4. Ensure compliance with E-LOP funding requirements.
5. Remit payment according to agreed terms.

The District retains responsibility for:

- Student discipline pursuant to District policy
- Campus safety protocols
- Medical response procedures

7. INDEPENDENT CONTRACTOR STATUS. Kairos and any consultants engaged by Kairos are independent contractors.

Nothing in this MOU creates:

- An employer-employee relationship
- A joint venture
- A partnership

Kairos personnel and consultants are not eligible for District benefits.

8. INSURANCE. Kairos shall maintain general liability insurance in commercially reasonable amounts and provide proof upon request.

9. INTELLECTUAL PROPERTY. All curriculum materials, instructional frameworks, pathway models, and program design elements developed by Kairos remain the intellectual property of Kairos Learning Solutions, LLC. The District is granted a limited, non-exclusive right to use materials solely for purposes of this pilot unless otherwise agreed in writing.

10. TERM. This MOU becomes effective upon execution and remains in effect through completion of the eight-week pilot unless extended by written agreement.



11. CONTINGENCY. This MOU is contingent upon:

- Final administrative approval by Spreckels Union School District
- Acceptance of any required formal agreement governing E-LOP funds

Until such approvals are secured, this MOU is not considered fully binding.

12. TERMINATION. Either Party may terminate this MOU with fourteen (14) days written notice. Kairos shall be compensated for services rendered through the date of termination, including any pre-approved non-refundable expenses.

SIGNATURES

Spreckels Union School District

Name: _____

Title: _____

Signature: _____

Date: _____

Kairos Learning Solutions, LLC

By: Jackie Scott

Title: Founder

Signature: _____

Date: _____

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Spreckels Union School District	Eric Tarallo Superintendent	etarallo@susd.net 831-455-2550 x 316

Goal 1

Goal Description

All struggling students experiencing learning loss and/or social-emotional difficulties will be provided appropriate support services to be successful.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	State CAASPP scores in ELA and Math for students in 3-8th grade, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=27662250000000	2022-23 54.4% in ELA; 38.6% in Math Buena Vista Middle School Students with Disabilities ELA: -96 DFS Math: -175 DFS	2023-24 54.33% in ELA; 38.14% in Math BVMS: Students with Disabilities ELA: -81.7 DFS Math: -118.2 DFS		2024-25 55.7% in ELA; 43.9 in Math BVMS: SWD ELA: -81 Math: -134.2	60.6% in ELA; 44.6% in Math Buena Vista Students with Disabilities ELA: -90 DFS Math: -170 DFS
1.2	State CAST (science) assessment for 5th and 8th graders, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportCAST?ps=true&lstTestYear=2023&lstTestType=X&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=27662250000000	37.2% in 2022-23	36.2% in 2023-24		40.1% in 2024-25	43.6%
1.3	School Climate Survey Items "I feel safe at school." "There is an adult at my school who can help me if I need it." % who respond with a 3 or 4 on a four point scale Taken from Local Indicators	2024 School Climate Survey results: "I feel safe at school." SES-83.6% BVMS-67.6% "There is an adult at my school who can help me if I need it." SES-92.5% BVMS-61.3%	2025 School Climate Survey results: "I feel safe at school." SES-85% BVMS-79% "There is an adult at my school who can help me if I need it." SES-92.5% BVMS-71%		available in the spring	Scores of 85% or above on both questions for both school sites

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4	Local Assessment SES-DIBELS Beginning of Year (BOY)/End of Year (EOY) % "at or above benchmark" comparison BVMS-GPA 3.0 or greater at end of 2nd trimester Aeries Report iReady math diagnostic piloted for Grades 3-5 (EOY minus BOY assessment; : "at or above grade level"	2023-24 DIBELS EOY minus BOY K: +17% 1: +29% 2: +18% 3: +3% 4: -15% 5: +8% BVMS: 215/328=66%	2024-25 DIBELS EOY minus BOY K: +22% 1: +29% 2: +24% 3: +7% 4: -8% 5: -8% iReady Math (EOY-Winter assessment) 3: +12% 4: +15% 5: +17%		available in the spring	SES/DIBELS: +10% growth per grade level BVMS/GPA: 60% or higher at 3.0
1.5	CAASPP results for Students with Disabilities https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=27662250000000	2023 CAASPP Students with Disabilities ELA: 11.1%; 91.5 DFS Math: 6.4%; 132.9 DFS	Spring 2024 CAASPP Students with Disabilities: ELA: 16.13%; 81.7 DFS Math: 9.53%; 118.2 DFS		Spring 2025 CAASPP Students with Disabilities: ELA: 16.1% Math: 10.7%	ELA: 21.1% Math: 16.4%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Intervention Staffing Using the district's remaining LREBG funding, maintain a full-time intervention teacher at SES to support struggling students in ELA; Continue math intervention classes at BVMS. LREBG: The LEA will support students with targeted small-group intervention in ELA at Spreckels Elementary School through a full-time	No	Fully Implemented	FT Intervention Teacher at SES; 3 periods of Math Intervention at BVMS		\$155,911.00	\$79,370.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>intervention teacher and by continuing math intervention classes at Buena Vista Middle School.</p> <p>Research shows that early and sustained academic intervention improves student outcomes by addressing learning gaps before they widen, particularly in foundational skills like reading and math. Foorman, B. R., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016).</p> <p>The metric being used to monitor the action is Metric 1.1 – CAASPP ELA and Math performance.</p> <p>LREBG Funds supporting this action: \$127,258 per year through 2027–2028</p>						
1.2	<p>Professional Development (PD) Continue to implement the district's PD plan that prioritizes data-driven decision making, instructional differentiation/Universal Design, and PBIS.</p>	No	Ongoing Implementation	Training by Dr. Sales on MTSS; book study on The Anxious Generation		\$36,522.00	\$777.42
1.3	<p>Social-emotional support for students Maintain two full-time district counselors, one at each school site; continue partnership with Ohana to have an additional counselor at BVMS one day a week to teacher Mental Fitness classes</p>	No	Fully Implemented	FT counselor at each school site; Ohana counselor runs Mental Fitness classes at BVMS on Thursday		\$235,068.00	\$129,763.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	SPED and Intervention Programs Oversight and Alignment Provide collaboration time for SPED and Intervention staffs to articulate and monitor student progress	No	Ongoing Implementation			\$0.00	\$0
1.5	Data Collection and Progress Monitoring Continue the District's focus on assessment data and progress monitoring by implementing Amplify (early literacy) and iReady (math) platforms.	No	Ongoing Implementation	Student data being used to inform instruction at both school sites		\$28,470.00	\$16,970
1.6	Middle School Transition Continue the "Links" program and 5th Grade "Shadow Day" to better support students transitioning from elementary to middle school	No	Fully Implemented	Links met with new students over the summer and provided support during the first trimester		\$29,042.00	\$14,492.03
1.7	Extended Learning Opportunities Develop and implement an extended learning opportunities plan (ELOP) that provides academic support	No	Ongoing Implementation	Partnership with the YMCA; added additional partnerships with Pebble Beach Junior Golf and Mindset Academy; small-group tutoring at SES		\$207,081.00	\$47,793.63
1.8	Academic support and professional development to target needs of Students with Disabilities	No	Ongoing Implementation			\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Targeted professional development in Universal Design for Learning for all teachers						
1.9	Social-Emotional Curriculum Continue having counselors implement the Character Strong curriculum in all classrooms	No	Ongoing Implementation	Counselors continuing to teach SE lessons to students at both sites		\$2,498.00	\$2551
1.10	Special Education (SPED) Curriculum Adopt a new, evidence-based SPED curriculum (S.P.I.R.E.)	No	Fully Implemented	Purchased and implemented		\$8,359.00	\$8845.65
1.11	Small Group Instructional Support Provide professional development for teachers and instructional aides to focus on best practices for implementing small group instruction	No	Ongoing Implementation	Small group instruction integrated into SES's schedule		\$2,306.00	\$0

Goal 2

Goal Description
All unduplicated students (English language learners (ELL's), socioeconomically disadvantaged, and foster youth) will be provided appropriate support services to be successful.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	State CAASPP scores in ELA and Math for unduplicated students in 3-8th grade, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&keyword=spreckels&ct=3&cds=2766225000000	2023 CAASPP ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1% SWD at BV: 10.5% 3rd Grade: 21.6% 3rd Grade SED: 35.3% 3rd Grade EL: 30.8% Math: EL: 20.0% SDS: 30.8% SDS at BV: 2.6% 3rd Grade: 19.3% 3rd Grade SED: 23.5% 3rd Grade EL: 53.9%	Spring 2024 CAASPP ELA: English Learners: 27.78% SDS: 37.50% Math: EL:11.11% SDS: 27.93%		Spring 2025 CAASPP ELA: English Learners: 6.3% SDS: 42.9% Math: EL:0% SDS: 31.4%	ELA: EL: 23.2% SDS: 47.7% Math: EL: 26.0% SDS: 36.8%
2.2	English Learner Progress Indicator (ELPI) rate on the State Dashboard https://www.caschooldashboard.org/reports/27662250000000/2023#english-learner-progress-card	2022-23 ELPI 57.7%	2023-24 ELPI 78.8%		2024-25 ELPI 50%	Maintain or exceed a rate of 50%
2.3	English Learner Reclassification Rate Local Data	22/76, 29% in 2023-24	2024-25 24/52 students; 46%		2025-25 24/51 47%	Maintain or exceed a rate of 25%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Staffing to support English Language Development Maintain Staffing to support English Language Development through two separate actions: a. the current 1.0 Full Time Equivalent (FTE) English Language Development (ELD) teacher and .75 FTE instructional aide at SES to provide a supportive designated and integrated learning environment where content instruction is delivered in a manner that is accessible to students who are still developing their English language skills (language acquisition program);</p> <p>b. Maintain the ELD staffing to offer an additional class period at BVMS to increase the focus and support of long-term English language learners by helping teachers plan and deliver lessons that enable English learners to understand and engage with academic content while developing their English proficiency (language acquisition program). This provides a structured approach, promotes high academic achievement, and is adaptable to various content-specific areas.</p>	Yes	Fully Implemented	Full staffing		\$209,780.00	\$100,265.03
2.2	<p>Social-emotional support for unduplicated students (English learners, low-income, foster youth)</p> <p>Offer Spanish-speaking counseling service to allow for ELs to access social emotional and mental health supports in their preferred language.</p>	Yes	Ongoing Implementation	Available if needed		\$74,692.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	Professional Development (PD) Continue to offer PD for all teachers in best practices to support unduplicated students in accelerating outcomes in all academic areas, which will include two additional certificated staff development days per year.	Yes	Ongoing Implementation	PD focused on PBIS and MTSS		\$14,100.00	\$5370.97
2.4	Transportation To address the chronic absenteeism among the district's unduplicated students and students with disabilities, offer free transportation services to ensure they are able to attend school on time, everyday.	Yes	Fully Implemented			\$14,100.00	\$0
2.5	Technology Replace technology devices and wifi hotspots to maintain the district's 1:1 deployment and support district families of unduplicated students who are without adequate technology.	Yes	Ongoing Implementation			\$4,200.00	\$3081.20
2.6	Enrichment opportunities for unduplicated students Provide free enrichment opportunities (i.e. field trips, after-school enrichment opportunities, Science Camp, 8th grade trip to Sacramento, etc.) to unduplicated students to enrich the classroom educational experience, and increase student engagement and attendance.	Yes	Ongoing Implementation	Sacramento trip held in December; Science Camp scheduled for April		\$35,500.00	\$12,568.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.7	Intervention staffing for unduplicated students Maintain staffing of two .75 instructional aides for pull-out support of unduplicated students in impacted primary grades	Yes	Partially Implemented	Currently 1.0 FTE		\$61,350.00	\$36,100.77
2.8	English language learner (ELL) progress monitoring Continue to implement the new data monitoring platform to track district's progress for students who are English learners (Ellevate)	Yes	Ongoing Implementation			\$8,769.00	\$8166.67
2.9	Interpreting Services for ELL families Provide real-time interpreting services for ELL families to allow them to better participate in districts events such as parent group meetings, family nights, etc.	Yes	Ongoing Implementation			\$11,000.00	\$1625.00
2.10	After-school academic support for unduplicated students Include academic support opportunities in the district's ELOP (see Goal 1)	No	Ongoing Implementation	Math tutoring offered during ELOP on Tuesday and Thursdays at SES		\$0.00	\$0

Goal 3

Goal Description
To improve the educational and social climates at both schools, the areas of diversity, equity, and innovation have been prioritized. The district currently has an Equity Committee that will continue to serve an essential role moving forward to help the district fulfill its mission statement. The various actions in this goal are expected to improve the school climate indicators (chronic absenteeism rate, attendance rate, suspension/expulsion rate, school climate surveys, etc.) at both district sites. In addition, the various steps outlined to support staff are expected to increase morale, diversity, and professionalism. Lastly, in attempts to increase enrichment offerings such as after-school sports and after-school programs, additional efforts to attract and compensate coaches and supervisors have been maintained in this goal.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Chronic Absenteeism Rate https://www.caschooldashboard.org/reports/2766225000000/2023#chronic-absenteeism-card	2023 California Dashboard 13.3% SDS districtwide (22.4%) BV (22%) and Spreckels Elementary (20.5%) SWD at Spreckels Elementary (21.3%)	2024 California Dashboard 10.3% SDS districtwide: 15.8% BV: 16.9% SES: 13.3% SWD at SES: 11%		2025 California Dashboard 8.9% SDS districtwide: 14.5% BV: 12.7% SES: 14.5% SWD at SES: 16.3%	7.3% or lower
3.2	Results from school climate surveys Taken from Local Indicators	2024 School Climate Survey 4th & 5th Grades: 84% "liked school" (scores of 3 or 4 on the survey); 16% did not (scores of 1 or 2) 98% "did their best in school"; 2% did not 97% said the school wanted them to "give it their best effort"; 3% did not 90% felt the school "had clear rules for behavior"; 10% did not 93% felt "teachers treated them with respect"; 7% did not	2025 School Climate Survey 4th & 5th Grades: 75% "liked school" (scores of 3 or 4 on the survey); 25% did not (scores of 1 or 2) 97% "did their best in school"; 3% did not 94% said the school wanted them to "give it their best effort"; 6% did not 87% felt the school "had clear rules for behavior"; 13% did not 89% felt "teachers treated them with respect"; 11% did not		available in the spring	80% at 3 or 4 on all statements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>77% felt "positive behavior was noticed at school"; 23% did not</p> <p>91% felt "they got along well with others"; 9% did not</p> <p>84% felt "safe at school"; 16% did not</p> <p>64% felt "students treated each other with respect"; 36% did not</p> <p>93% felt "an adult at school would help them if they needed it"; 7% did not</p> <p>65% felt "students followed rules in class so teachers could teach"; 35% did not</p> <p>6th-8th Grades: 55% "liked" school; 45% did not</p> <p>73% felt "successful at school"; 27% did not</p> <p>70% felt "the school set high standards for achievement"; 30% did not</p> <p>79% felt "the school set clear rules for behavior"; 21% did not</p> <p>71% felt "teacher treated them with respect"; 29% did not</p> <p>64% felt "behaviors in class allow teachers to teach"; 36% did not</p> <p>32% felt "students are frequently recognized for good behavior"; 68% did not</p> <p>68% felt "safe at school"; 32% did not</p> <p>61% felt "there was an adult to talk to if they</p>	<p>67% felt "positive behavior was noticed at school"; 33% did not</p> <p>83% felt "they got along well with others"; 17% did not</p> <p>85% felt "safe at school"; 15% did not</p> <p>61% felt "students treated each other with respect"; 39% did not</p> <p>89% felt "an adult at school would help them if they needed it"; 11% did not</p> <p>58% felt "students followed rules in class so teachers could teach"; 42% did not</p> <p>6th-8th Grades: 56% "liked" school; 44% did not</p> <p>72% felt "successful at school"; 28% did not</p> <p>67% felt "the school set high standards for achievement"; 33% did not</p> <p>78% felt "the school set clear rules for behavior"; 22% did not</p> <p>74% felt "teacher treated them with respect"; 26% did not</p> <p>58% felt "behaviors in class allow teachers to teach"; 32% did not</p> <p>46% felt "students are frequently recognized for good behavior"; 54% did not</p> <p>79% felt "safe at school"; 21% did not</p> <p>71% felt "there was an adult to talk to if they</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		needed help"; 39% did not	needed help"; 29% did not			
3.3	Suspension https://www.caschooldashboard.org/reports/2766225000000/2023#suspension-rate-card	2023 .6% Suspension Rate 0% EL: .6% SDS:	2024 1.2% 1.3% EL 3.3% SDS		2025 .6% EL: 0% SDS: .5%	Maintain a rate of 1% or lower
3.4	Attendance Rate at P2 CBEDS	94.43% on 2023-24 P2	95.44% on 2024-25 P2		95.88% at P1	96% or higher
3.5	Self-Reflection Tool: Priority 3: Parent and Family Engagement , including programs for unduplicated pupils and programs for individuals with exceptional needs Taken from Local Indicators	2023 Section 1: Building Relationships Between School Staff and Families: 4.5 average Section 2: Building Partnerships for Student Outcomes: Average 4.25 Section 3: Seeking Input for Decision-Making: Average 4.0	2024-25 Section 1: 4.5 average Section 2: 4.75 average Section 3: 4.0 average		available in the spring	Maintain an average of 4.0 or higher for each subsection
3.6	Middle School Dropout Rate 2023-24 CALPADS Report 14.1	2023 0%	2024-25 0%		0%	0%
3.7	Parent Responses to Spring Survey Local Data	2023 166 survey responses	2024 57 survey responses		available in the spring	Increase the number survey responses by 20% (or 200 total)
3.8	Expulsion Rates https://dq.cde.ca.gov/dataquest/Expulsion/ExpSearchName.asp?The	2022-23 0% Expulsion Rate	2023-24 .10%		0%	Maintain a rate of 1% or lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Year=2022-23&cTopic=Expulsion&cLevel=District&cName=spreckels&cCounty=&cTimeFrame=S					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Teacher/supervisor/coach recruitment and compensation Continue to support the District's enrichment program (clubs, sports, etc.) by offering competitive compensation and cover the cost of fingerprinting	No	Fully Implemented			\$17,733.00	\$2561.00
3.2	Music Education Continue full-time music program at the elementary school	No	Fully Implemented	FT Music Teacher at SES		\$190,892.00	\$95,057.14
3.3	Equity Committee Continue to have the district's Equity Committee collaborate with the Monterey Office of Education's leadership division to improve the policies and practices of the district	No	Ongoing Implementation	Meetings held throughout the year		\$2,483.00	\$1739.92
3.4	Curriculum Purchase additional novels for library and individual classrooms to support the priorities of diversity and equity.	No	Ongoing Implementation			\$3,000.00	\$1227.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	Outreach, Communication, and Access Provide a Parents' Academy in the fall of each year to help parents better understand and utilize the district's communication tools and technology applications	No	Ongoing Implementation	Support was provided via emails but not in formal meetings		\$1,000.00	\$0
3.6	Family/Community Education Offer family/community education opportunities throughout the year by partnering with neighboring districts, bringing in experts/consultants, and/or providing virtual opportunities	No	Ongoing Implementation			\$4,000.00	\$6400
3.7	Attendance and Student Engagement Implement a district initiative to improve student attendance and decrease chronic absenteeism specifically for our low-performing (Red) socioeconomically disadvantaged students at Buena Vista Middle, districtwide, and at Spreckels Elementary, as well as our Students with Disabilities at Spreckels Elementary.	No	Ongoing Implementation			\$5,000.00	\$0
3.8	Employee Retention and Recruitment Improve employee retention by offering competitive compensation and providing opportunities for professional growth; incorporate an exit interview process to identify any trends in employee retention	No	Ongoing Implementation	Negotiations settled for 2025-56		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.9	Facility Improvement Partnerships Enhance the safety of the TK and 5th grade areas by working with Spreckels PTO to install shade structures (both areas) and age-appropriate play area (TK)	No	Ongoing Implementation				\$0
3.10	Parent and community partnerships Continue partnering with parents and community organizations to offer after-school enrichment as part of the District's ELOP	No	Ongoing Implementation			\$0.00	\$0
3.11	Attendance Recovery Include an attendance recovery component in the District's ELOP	No	Planned			\$0.00	\$0
3.12	Positive Behavioral Interventions and Supports (PBIS) Implement PBIS programs at both school sites to offer rewards for positive behavior and bring in speakers to enhance the school climates	No	Ongoing Implementation			\$10,000.00	\$0

Goal 4

Goal Description
Provide full access to rigorous state content standards in all district classrooms

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Self-Reflection Tool (Implementation of State Academic Standards)	<p>1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average 4.4</p> <p>2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Average 4.6, 5.0 for ELD</p> <p>3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time,</p>	<p>2024-2025</p> <p>1. 3.8 average (3's on ELA and Math)</p> <p>2. 4.6 average (3 on ELA)</p> <p>3. 3.6 average (3 on ELA and ELD)</p>		available in the spring	Maintain an average of 4.5 in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		focused classroom walkthroughs, teacher pairing). 4.6				
4.2	Fully Credentialed Teacher Rate https://www.cde.ca.gov/ds/ad/tamo.asp	78.5% in 2021-22	2022-23 72.4%		2023-24 73.4%	85% or higher
4.3	Access to and enrollment in a broad course of student for all students, including unduplicated students and students with exceptional needs Local Indicators 2023 Master Calendar (Aeries) and Instructional Minutes	2023 100% for all students	2024-25 100%		2025-26 100%	100% for all students
4.4	Safe, clean, functional facilities maintained https://www.spreckelsdistrict.org/Our-Schools/Spreckels-Elementary/School-Accountability-Report-Card/index.html	2022-23 SARC 4 areas below good https://www.spreckelsdistrict.org/Our-Schools/Spreckels-Elementary/School-Accountability-Report-Card/index.html	2023-24 SARC 4 areas below good		2024-25 SARC 2 areas below good	2 or fewer areas below good

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Professional Development (PD) See Goal 1: Action 2	No	Not Implementing			\$0	\$0
4.2	Full Implementation of CCSS, NGSS, and Health Standards	No	Ongoing Implementation			\$286,078	\$277,646.73

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Continue to support the full implementation of CCSS, NGSS, ELD, and Heath Standards by continuing the textbook adoption cycle, bringing in curricular consultants to work with staff, and purchasing necessary instructional materials (textbooks, consumables, consultants, etc.).						
4.3	Curricular Alignment and Articulation Provide necessary time and resources to continue vertical TK-8 and 8th-high school articulation.	No	Ongoing Implementation			\$2,440.00	\$0
4.4	Collaboration Adopt an instructional calendar and provide adequate release time to maintain regular collaboration among staff members and implement a "professional learning community" (PLC) model of collegial support	No	Fully Implemented			\$0.00	\$0
4.5	Teacher Leadership Recruit and train teachers to serve on each site's Instructional Leaderships Teams (ILT's) to support the effective implementation of state content standards and/or social-emotional support systems.	No	Fully Implemented			\$12,188.00	\$0
4.6	Civic Learning Provide opportunities and resources for students and staff to take part in various civic	No	Fully Implemented			\$4,300.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning activities (e.g. Constitution Day, 8th grade trip to Sacramento, field trips to Historical Landmarks, Mock Elections, and Student Government)						
4.7	Transitional Kindergarten (TK) Expand the district's TK program as outlined in state guidelines	No	Fully Implemented			\$0.00	\$0
4.8	Technology Committee and Plan Reconvene a district Technology Committee to finish the Technology Plan	No	Ongoing Implementation			\$7,000.00	\$0

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

Spreckels Union School District November 2025 Update

Community Relations

Board Policy 1000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, organization, and to add a reference to Board Bylaw 9005 - Governance Standards.

Board Policy 1114 - District-Sponsored Social Media

Policy updated in conjunction with the accompanying administrative, with minor revisions.

Administrative Regulation 1114 - District-Sponsored Social Media

Regulation updated to reflect **NEW LAW (AB 2481, 2024)** which (1) requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion, (2) directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter with each large social media platform on which the applicable school has an account when directed by the Superintendent or designee, and (3) directs a verified reporter to inform the Superintendent or designee of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school and report the threat or violation via the process created by the applicable social media platform. Additionally, regulation updated to reference "www.stopbullying.gov", which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms. In addition, regulation updated to reflect **NEW LAW (AB 1785, 2024)** which expands the prohibition for districts to publicly post specified information of an elected or appointed official on the internet, without first obtaining the written permission of that individual, to include the name and assessor parcel number associated with the official's home address.

Administration

Board Policy 2120 - Superintendent Recruitment and Selection

Policy updated to reference CSBA's, "California Consultants and Leadership" search services, which provides guidance to districts recruiting and selecting a Superintendent. Additionally, policy updated to remove from the list related to the Governing Board's search and selection process items which are rarely carried out by the Board, and to add duties that a professional advisor may facilitate. In addition, policy updated to clarify material related to discussing, negotiating, and voting on the Superintendent's contract. Policy also updated to reflect **NEW LAW (SB 521, 2025)**, which prohibits the employment of a person as Superintendent if within the past five years the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee.

Business

Administrative Regulation 3311.3 - Design-Build Contracts

Regulation updated to reflect **NEW LAW (SB 956, 2024)** which extends indefinitely the authorization to enter into a design-build contract for a public works project in excess of \$1,000,000. Additionally, regulation updated to add objective criteria for awarding a design-build contract, including the minimum factors of price, technical design and construction experience, and life-cycle costs over 15 years or more. In addition, regulation updated to clarify which occupations are subject to the 30 percent threshold for a skilled and trained workforce.

Board Policy 3470 - Debt Issuance and Management

Policy updated to (1) add communication to the public to the list of debt issuance program activities that the Superintendent administers and coordinates, (2) remove reference to Qualified Zone Academy Bonds which are no longer authorized to be issued, (3) add types of temporary borrowing or short-term transfers to the list of potential financing sources for the district, (4) add that the method of sale for any district-issued debt be the most cost-effective, (5) add that before any sale of bonds, the Governing Board adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected, and (6) include additional information regarding the report to the California Debt Investment and Advisory Commission, which the district is required to submit annually following a bond issuance.

Personnel

Board Policy 4000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to (1) clarify that it is the academic achievement, personal growth, and well-being of district students, in addition to the success of district programs, that hinges on district personnel, and (2) reflect The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," which provides guidance to support education leaders in developing labor-management partnerships that benefit students, staff, and the community.

Students

Board Policy 5000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, to include material related to school safety, and to reference applicable related Board policies and administrative regulations.

Board Policy 5020 - Parent Rights and Responsibilities

Policy updated to more closely align with law the Governing Board's belief that the district's relationship with parents/guardians is one of mutual support and respect, and that the partnership with parents/guardians is specific to their children. Additionally, policy updated to clarify that the notification parents/guardians receive regarding their rights, includes, but is not limited to, rights under the Family Educational Rights and Privacy Act (FERPA), in accordance with Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Policy also updated to include that the Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of and participation in their children's educational programs.

Administrative Regulation 5020 - Parent Rights and Responsibilities

Regulation updated to add that parent/guardian rights include notification of the opportunity to opt their child out of certain instruction, as required by state law, and **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Additionally, regulation updated to clarify that parents/guardians have the right to receive notice and information about and to opt out of (1) any psychological testing involving their child and (2) any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life. In addition, regulation updated to add that (1) parents/guardians of English learners be given any required written notification in English and the student's home language, and (2) that the rights of parents/guardians be exercised in accordance with applicable Board policy and administrative regulation. Regulation also updated to expand that parents/guardians may support the learning environment of their child by monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child.

Board Policy 5117 - Interdistrict Attendance

Policy updated to clarify that the Board policy and accompanying administrative regulation apply to students transferring into and out of the district. Additionally, policy updated to reflect **NEW LAW (SB 897, 2024)** which (1) extends the school district of choice program indefinitely, (2) requires the accounting of requests for district of choice transfers to include foster youth and student experiencing homelessness status, and (3) provides that compliance of all provisions of a district's school district of choice program are subject to the annual district audit required by law.

Administrative Regulation 5117 - Interdistrict Attendance

Regulation updated to reflect **NEW LAW (SB 897, 2024)** which (1) expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's proficiency in English, family income, or any of the individual characteristics set forth in Education Code 200, (2) requires the district to, by January 15, notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year, (3) prohibits rejecting the transfer of a foster youth or student experiencing homelessness, in addition to a student with a disability or an English learner, based on the transfer requiring the district to create a new program to serve that student, (4) expands second priority for transfer under the school district of choice program to include foster youth and students experiencing homelessness, (5) expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied, (6) requires the district to respond to a request from the county office of education to provide data regarding the number of students transferring into the district, (7) expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status, and (8) requires the district of residence to, by February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

Board Policy 5138 - Conflict Resolution/Peer Mediation

Policy updated to clarify the distinction between students providing peer mediation and those receiving it. Additionally, policy updated to include, in the development of a conflict resolution and/or peer mediation program (1) the expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved, and (2) the selection of and requirements to train as a peer mediator.

Instruction

Board Policy 6020 - Parent Involvement

Policy updated to reference the U.S. Department of Education's June 2025 Dear Colleague Letter which provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. Additionally, policy updated to ensure compliance with the California Department of Education's federal program monitoring instrument. In addition, policy updated to add material related to the establishment and convening of a parent advisory committee (PAC) and, as applicable, an English learner parent advisory committee (ELPAC), which was moved from the accompanying administrative regulation, as it is more appropriately placed in Board policy. Policy also updated to add that the Superintendent or designee annually attend a regular meeting of the PAC or ELPAC, if applicable.

Administrative Regulation 6020 - Parent Involvement

Regulation updated to ensure compliance with the California Department of Education's Federal Program Monitoring. Additionally, regulation updated to delete material related to the establishment and convening of a parent advisory committee and, as applicable, an English learner parent advisory committee, which was moved to the accompanying Board policy for more appropriate placement. In addition, regulation updated to include that (1) the district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home, and (2) the Superintendent or designee may utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from.

Board Policy 6143 - Courses of Study

Policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities, and reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, policy updated to clarify that the Governing Board adopt a course of study for elementary and secondary grades that, in addition to preparing students for the next level of study and/or employment, includes all required instructional content. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children.

Administrative Regulation 6143 - Courses of Study

Regulation updated to include, in the courses of study for grades 1-6 (1) instruction in cursive and joined italics, (2) Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821, 2024)**, (3) the causes and effects of climate change and the methods to mitigate climate change, and (4) prenatal care for pregnant women. Additionally, regulation updated to include, in the courses of study for grades 7-12 (1) personal financial literacy, as required by **NEW LAW (AB 1871, 2024)**, (2) to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821 (2024)**, (3) the causes and effects of climate change and the methods to mitigate and adapt to climate change, (4) starting with the 2026-27 school year for districts that require a course in health education for high school graduation, the dangers associated with fentanyl use, as required by **NEW LAW (AB 2429, 2024)**, and (5) commencing in the 2027-28 school year, a one-semester course in personal finance. In addition, regulation updated to add how a one-semester course in Ethnic studies may be fulfilled. Regulation also updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires at the beginning of each school year, the Superintendent to provide written notice to parents/guardians of students in grades 9-12 that includes a separate and distinct disclosure that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning, and contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements, and (2) requires districts to advise each student in grade 11 to complete the grade 11 financial aid lessons on the CCGI's CaliforniaColleges.edu platform and submit student transcript information to the CCGI for students in grades 9-12. Additionally, regulation updated to reflect **NEW LAW (AB 2165, 2024)** which requires a district to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a Free Application for Federal Student Aid and/or the California Dream Act Application. In addition, regulation updated to reflect **NEW LAW (AB 123, 2025)** which requires a district to provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program.

Facilities

Board Policy 7000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to clarify that (1) one of the major responsibilities of the Governing Board, in addition to providing healthful, safe and adequate facilities that enhance the instructional program, is to provide facilities that align with the needs of the district, and (2) in some instances, the best use of facilities may be reuse by a third party, and in other instances, may be lease or sale. Additionally, policy updated to clarify that, in order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan and that, in accordance with the plan, the Board will (1) select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use, (2) sell or lease facilities, including joint occupancy or joint use, when no other better use is identified, (3) authorize the use of school facilities by district residents and community groups, and (4) consider the use of district property for workforce housing.

Board Policy 7131 - Relations with Local Agencies

Policy updated to add that (1) the Governing Board is required to meet with appropriate local agency recreation and park authorities to review possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community, and (2) the district is required to recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address a new development. Additionally, policy updated to clarify material related to development within the district, including that in order to adequately mitigate additional students generated by such development, the Board may make certain findings required by law and that upon such findings, notify the city council or county board of supervisors. In addition, policy updated to add material related to a district workforce housing development.

Bylaws

Board Bylaw 9310 - Board Policies

Bylaw updated to reflect current Board policy development and adoption process practice. Additionally, bylaw updated to include new "Definitions" section which more clearly defines the use of "Board policy," "Board bylaw," and "administrative regulation." In addition, bylaw updated to add section headers to differentiate between the development and adoption of Board policies versus administrative regulations. Bylaw also updated to delete the section "Monitoring and Evaluation" and include that content in the new "Board Policy Development and Adoption" section.

Board Bylaw 9321 - Closed Session

Bylaw updated to add (1) that public comment is required to occur prior to closed session, and (2) that a copy of a document that becomes public after action was taken during closed session be provided to any person who has made a standing request for all documentation as part of a request for notice of meeting, in addition to providing such document to any person present at the conclusion of the closed session who has submitted a written request. Additionally, bylaw updated to reflect **NEW ATTORNEY GENERAL OPINION** which states that only a person with "an official or essential role to play in a particular closed session" agenda item may attend closed session for that particular item, and to add new section "Attendance in Closed Session" to address who is permitted to attend a particular closed session item. In addition, bylaw updated to clarify that for purposes of a closed session agenda item on personnel matters that "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Governing Board members and other independent contractors. Bylaw also updated to clarify that disclosure of an approved agreement concluding labor negotiations identify the item approved and the other parties to the negotiation. Additionally, bylaw updated to reflect **NEW LAW (SB 1445, 2024)** which authorizes the Board to allow student board members to make restorative justice recommendations that would be considered in closed session expulsion hearings. In addition, bylaw updated to reflect **NEW LAW (AB 2715, 2024)** which authorizes the Board to hold a closed session with additional types of law enforcement or security personnel and to hold a closed session on a threat to critical infrastructure controls or critical infrastructure information.

Exhibit(2) 9321 - Closed Session

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Spreckels Union School District
January 2026 Update

Philosophy, Goals, Objectives, and Comprehensive Plans

Board Policy 0450 - Comprehensive Safety Plan

Policy updated in conjunction with the accompanying administrative regulation.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (SB 848, 2025)** which (1) expands the list of persons who may cooperate in the review of the comprehensive school safety plan (CSSP) to include the district's public entity risk pool joint powers authority or insurance provider, (2) adds child neglect to the reporting procedures required to be included in the CSSP, (3) requires, when the CSSP is next reviewed and updated, or by no later than July 1, 2026, that the CSSP includes procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses, (4) adds a sex offense that has occurred on campus to acts that the principal is authorized to notify parents/guardians and employees of, and (5) expands the definition of "violent crime." Additionally, regulation updated to reflect **NEW LAW (SB 98, 2025)**, which requires, when a CSPP is next reviewed and updated, but no later than March 1, 2026, to include procedures specifically designed to notify parents/guardians and district staff when the school confirms the presence of immigration enforcement on a school site. In addition, regulation updated to reflect **NEW LAW (AB 962, 2025)** which authorizes districts to prohibit a student from possessing or using a smartphone in the case of an emergency or in response to a perceived threat of danger, if the prohibition is explicitly addressed in the district's CSSP.

Community Relations

Board Policy 1340 - Access to District Records

Policy reviewed in conjunction with the accompanying administrative regulation.

Administrative Regulation 1340 - Access to District Records

Regulation updated to reflect **NEW LAW (AB 1004, 2025)** which provides that any record that contains financial information provided by an Indian tribe to a public agency as a condition of or requirement for receiving financial assistance is confidential, not considered to be a public record, and not be open to public inspection. Additionally, regulation updated to provide that an individual's immigration status may only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement. In addition, regulation updated to reflect **NEW LAW (AB 370, 2025)** which includes, in the definition of "unusual circumstances" whereby the Superintendent or designee may extend the 10-day limit to initially respond to a request for public records, (1) the inability to access electronic servers or systems due to a cyberattack, but only until the district regains its ability to search for and obtain electronic records, and (2) the need to search for, collect, and examine records when a state of emergency, in addition to currently affecting the district's ability to timely respond, directly affects this ability.

NEW - Board Policy 1445 - Response to Immigration Enforcement

New policy includes a significant amount of material that was formerly in Board Policy/Administrative Regulation 5145.13 - Response to Immigration Enforcement, and addresses a district's response to immigration enforcement including **NEW LAW (AB 495, 2025)** which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes." Additionally, new policy includes list of actions that district staff are prohibited from undertaking, unless an exception applies, related to (1) citizenship or immigration status of a student or the student's family members, (2) education records of or any information about a student or a student's family or household, (3) personnel records, personal information, or any other confidential information of an employee, and (4) permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus or other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring. In addition, new policy reiterates the prohibition against obstructing, interfering with, or otherwise impeding an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring. New policy also includes that:

(1) the Superintendent or designee is required to report to the Governing Board any requests by an officer or employee of an agency conducting certain immigration enforcement actions, (2) students may not be denied equal rights and opportunities, or be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status, (3) resources and data collected by the district are prohibited from being used to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination, and (4) the Superintendent or designee is required to provide parents/guardians with specified information and notifications related to immigration status or religious beliefs and their rights related to immigration enforcement. Additionally, new policy provides that complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures and that the Superintendent or designee provide to the California Department of Education copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

NEW - Administrative Regulation 1445 - Response to Immigration Enforcement

New regulation includes a significant amount of material that was formerly in Board Policy/Administrative Regulation 5145.13 - Response to Immigration Enforcement, and addresses a district's response to immigration enforcement including **NEW LAW (AB 495, 2025)** which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes." Additionally, new regulation provides direction on responding to

(1) requests by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee, (2) requests by an officer or employee of an agency conducting immigration enforcement for access to a student or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, (3) immigration enforcement when any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, and (4) instances when a student's parent/guardian has been detained by an agency conducting immigration enforcement or deported.

Instruction

Board Policy 5125 - Student Records

Policy updated to provide that an individual's immigration status may only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, with applicable material from this policy moved to/already contained within Board Policy/Administrative Regulation 1445.

Administrative Regulation 5125 - Student Records

Regulation updated to define "district officials and employees," and, for accuracy, to use this term, rather than "school officials and employees." Additionally, regulation updated to reference **NEW LAW (AB 495, 2025)** which (1) requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," and (2) changes the definition of "relative", for purposes of a Caregiver's Authorization Affidavit, to include any adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand." In addition, regulation updated to (1) add that a request for student records by an officer or employee of an agency conducting immigration enforcement be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (2) clarify that the annual parent/guardian notification includes a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Board Policy 5125.1 - Release of Directory Information

Policy reviewed due to **NEW LAW (AB 495, 2025)** which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes."

Administrative Regulation 5125.1 - Release of Directory Information

Regulation reviewed due to **NEW LAW (AB 495, 2025)** which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes." Additionally, regulation updated to reflect **NEW LAW (AB 677, 2025)** which provides an exception to the consent requirement for release of directory information for a student experiencing homelessness by authorizing disclosure to facilitate an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by a school, unless consent is not given to the physical examination.

Exhibit(1) 5125.1 - Release of Directory Information

Exhibit updated due to **NEW LAW (AB 495, 2025)** which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes."

DELETE - Board Policy 5145.13 - Response to Immigration Enforcement

Policy deleted, as being too narrowly focused on students given **NEW LAW (AB 495, 2025)** which expands requirement to develop policies in response to immigration enforce to encompass protections for staff, with significant amount of material added to new Board Policy 1445 - Response to Immigration Enforcement.

DELETE - Administrative Regulation 5145.13 - Response to Immigration Enforcement

Regulation deleted, as being too narrowly focused on students given **NEW LAW (AB 495, 2025)** which expands requirement to develop policies in response to immigration enforce to encompass protections for staff, with significant amount of material added to new Administrative Regulation 1445 - Response to Immigration Enforcement.

Comprehensive School Safety Plan SB 187 Compliance Document

**2025-2026
School Year**

School: Buena Vista Middle School and Spreckels Elementary School
CDS Code: 27-66225
District: Spreckels Union School District
Address: P.O. Box 7362
Spreckels, CA 93962
Date of Adoption: Presented to the SUSD Board of Trustees on February 26, 2026

Approved by:

Name	Title	Signature	Date
Chris Hasegawa	Board President		
Stephanie McMurtrie-Adams	Board Vice-President		
Peter Odello	Board Clerk		
Frank Devine	Board Member		
Roseanna Guerrero	Board Member		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at both school sites and the District Office.

Safety Plan Vision

Spreckels Union School District believes our students are our core mission, and our community has a shared responsibility to provide an equitable, rigorous, world-class education in an innovative environment that values creativity, curiosity, collaboration, and diversity in order to promote lifelong learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Buena Vista Middle School and Spreckels Elementary School Safety Committee

Eric Tarallo, Superintendent/BVMS Principal

Amanda O'Hara, Spreckels Elementary School Principal

Kristina Jones, Teacher in Charge, BVMS

Alisha Ball, Teacher in Charge, SES

Heather Brodehl, Bus Driver, CSEA Rep

Jaime Gallegos, Lead Maintenance

Laura Viarengo, ELD Teacher

For the 2025-26 school year, the Committee met on

January 21, 2026

February 11, 2026

General District Information

A. District Profile

Spreckels Unions School District is comprised of two campuses; an elementary campus, Spreckels School, that serves students in TK-5 and Buena Vista Middle School that serves grades 6-8. The district is located in the Salinas Valley of Monterey County. Spreckels Elementary School is in the small town of Spreckels located off of Highway 68 between Salinas and Monterey. Buena Vista Middle School is located just off River Road in the Las Palmas subdivision.

The parent population is engaged in private sector work with the local agriculture businesses being major employers. Public sector work primarily employs the parent population in the fields of education and public safety.

- Current Enrollment (2025-26) Grades TK – 8: 825 on CBEDS day
- Certificated Staff: 48 Full-Time Equivalents
- Classified Staff: 24.8 Full-Time Equivalents
- Admin/Management/Confidential: 6 Full Time Equivalents

B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The administration and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. District Mission

We fulfill our mission by creating learning opportunities that meet the diverse needs of all students and empower them to flourish both academically and social-emotionally. We nurture each individual's strengths and resiliencies to help them reach their full potential. As an academic team and community, we model and instill the core values of compassion, kindness, and respect in all of our work.

D. Description of School Facilities

The campuses are partially enclosed with perimeter fencing. There are two points of entry at Spreckels School and one point of entry at Buena Vista Middle School. All points of entry are secured with technological enhancements and monitored by cameras. Each campus has an entrance with a sign posted that all visitors are to check in at the school office upon arrival. Visitors to each school site must be identified and "buzzed in" by office staff before entering school grounds. All other entrances are locked during school hours. A clear path and signage direct parents to school's main offices which are prominently located at the front of the schools, directly in front of the visitor parking lot.

Spreckels School Campus Description

Year Built - 1938
Restrooms-6 plus 2 used for special needs students
Acreage - 9
Administration Building - 1
Square Footage - 56,387
Library - 1
Number of Permanent Classrooms - 24
Number of Portable Classrooms - 8
Auditorium - 1
Special Education Classrooms - 2

Buena Vista MS Campus Description

Year Built - 1997
Restrooms (in sets) - 4
Acreage - 12
Administration Building - 1
Square Footage - 47,981
Library - 1
Number of Permanent Classrooms - 6
Computer Lab - 1
Number of Portable Classrooms - 16
Multi-purpose Facility/Gym - 1
Special Education Classrooms - 2

E. Personal Characteristics of Students

Student enrollment includes 18.7% of students qualifying for Free or Reduced Price meals, 8.1% of students are eligible for English Language Learner services, and 10% of all students are on an Individualized Education Plan.

F. Crime Status and Reporting

Spreckels Union School District complies with all Federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspensions, and truancy information. In accordance with those requirements, it has been determined that Spreckels Union School District is NOT at risk of being classified as a persistently dangerous district.

2024-25 Summary Data:

Suspension Rate - 0.6%
Expulsion Rate - 0.10%
Chronic Absenteeism Rate: 8.9%

Assessment of School Safety

An assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates and survey of students, parents / guardians and staff regarding perceptions of school safety.

For access to the School Accountability Report Card (SARC) please visit <https://spreckelsdistrict.org/>.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

1. Child abuse reporting procedures consistent with Penal Code 11164

2. Routine and emergency disaster procedures including, but not limited to
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act.
 - b. An earthquake emergency procedure system in accordance with Ed. Code 32282
 - c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(c) and other school - designated serious acts that would lead to suspension, expulsion or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation and bullying, pursuant to Education Code 200 - 262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang - related apparel," the provisions of that dress code and the definition of "gang - related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians and employees to and from school
8. A safe and orderly environment conducive to learning at the school
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Hate crime reporting procedures pursuant to Penal Code 628-628.6

Among the strategies for providing a safe environment, the plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying and hazing and cyber-bullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/ guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol that shall reflect expectations for drug-free schools and support for recovering students
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school
8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, protecting buildings against vandalism and providing for a law enforcement presence on campus
10. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan
 - e. Coordination of communication to schools, Governing Board members, parents / guardians and the media
 - f. Development of a method for the reporting of violent incidents
 - g. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling
11. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

CHILD ABUSE PREVENTION AND REPORTING

Child Abuse Prevention

The Governing Board recognizes the District's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The District's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse.

The Superintendent or designee shall seek to incorporate community resources into the District's child abuse prevention programs.

To the extent feasible, the Superintendent or designee shall use these community resources to provide parents / guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting Hotlines: 1-800-606-6618 or 831-755-4661

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the District has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. Employees will report known or suspected incidents to the Monterey County Sheriff as well as the Monterey County Department of Social Service. The suspected child abuse report form can be located at http://mcdss.co.monterey.ca.us/families/downloads/ss_8572.pdf.

The Superintendent or designee shall provide annual training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

WEB SITES:

California Attorney General's Office, Crime and Violence Prevention Center:

<http://safestate.org>

California Department of Education, Safe Schools:

<http://www.cde.ca.gov/ls/ss>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and

Neglect Information:

<http://nccanch.acf.hhs.gov>

Neglect Information - <http://nccanch.acf.hhs.gov>

Child Abuse Reporting Hotlines: 1-800-606-6618 or 831-755-4661

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

EMERGENCIES AND DISASTER-PREPAREDNESS PLAN

The Governing Board recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of a disaster. School employees are considered disaster-service workers and are subject to disaster-service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall develop and maintain a disaster-preparedness plan that details provisions for handling emergencies and disasters and which shall be included in the District's comprehensive school safety plan. (Educ. Code 32282).

The Superintendent or designee shall develop and maintain a disaster-preparedness plan for each school site. In developing the District and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators. The District has partnered with the Monterey County Office of Education and other local school districts to adopt and implement the Big Five protocols.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating District and site-level emergency and disaster-preparedness plans.

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

3100 Public employees as disaster service workers
8607 Standardized emergency management system

CODE OF REGULATIONS, TITLE 5

550 Fire drills
560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
911! A Manual for Schools and the Media During a Campus Crisis, 2001

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Pandemic Flu School Action Kit, June 2006

GOVERNOR'S OFFICE OF EMERGENCY SERVICES

School Emergency Response: Using SEMS at Districts and Sites, June 1998

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

CSBA:

<http://www.csba.org>

American Red Cross:

<http://www.redcross.org>

California Department of Education, Crisis Preparedness:

<http://www.cde.ca.gov/ls/ss/cp>

California Office of Emergency Services:

<http://www.oes.ca.gov>

California Seismic Safety Commission:

<http://www.seismic.ca.gov>

Centers for Disease Control and Prevention:

<http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic influenza resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency:
<http://www.fema.gov>

U.S. Department of Education, Emergency Planning:
<http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security:
<http://www.dhs.gov>

Adaptations for Students with Disabilities

Students with needs that require additional assistance during emergencies will be identified and partnered with another student and/or staff member. The student's classroom teacher will be notified of the need at the beginning of the school year. See next section for additional information.

Public Agency Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

Emergency Disaster Procedures for Pupils with Disabilities

In compliance with Senate Bill 323, the adaptations below for students with disabilities will be followed.

For students with disabilities, physical environments become a great deal more difficult to deal with during and after an emergency. To address every student's unique needs during an emergency, the District will identify all students who require additional or specialized help and develop a plan of action. Each student's preparedness plan will include:

1. General strategies
2. A buddy system (with either a strong peer or staff member)
3. Medication management
4. Access to communication
5. Time management
6. Preparedness supplies
7. Key practices for certain impairments
8. Elopement Protocol (below)

The plan will be shared with the student's teacher(s) at the beginning of the year and implemented during emergency drills.

Elopement Protocol:

STAFF EXPECTATIONS (PREVENTION)

All staff are expected to:

Maintain active supervision at all times

Know campus boundaries and exits

Review and follow IEPs, 504 Plans, BIPs, and Safety Plans

Identify high-risk times (transitions, recess, arrival/dismissal)

Use proactive strategies:

Clear routines and expectations

Visual schedules and transition warnings

Access to breaks and calm-down supports

Trusted adult check-ins

IF A STUDENT ELOPES (WHAT TO DO)

1?? Notify the Office Immediately

Provide:

Student name and grade

Last known location

Direction of travel

Clothing description

Known safety concerns (if any)

2?? Maintain Supervision

Stay with your assigned students

Do not leave a class or supervision area unless relieved

3?? Do NOT

Chase a student off campus

Leave students unattended

Physically restrain a student unless trained, authorized, and legally permitted

4?? Administration Will

Activate the site elopement response protocol

Assign staff to search campus and monitor exits

Contact parent/guardian promptly

Contact law enforcement if the student cannot be located quickly or is in danger

AFTER THE INCIDENT

Complete incident documentation same day

Administration will determine next steps, which may include:

SST referral

IEP/504 review

FBA/BIP

Safety plan updates

KEY REMINDERS

Safety comes first

Follow protocol — do not improvise

Repeated elopement = team-based support review

Discipline alone is not an appropriate response

COMPREHENSIVE SCHOOL SAFETY MANUAL

Student Elopement: Prevention & Response (California Guidance)

I. PURPOSE

This section establishes district-wide procedures for preventing and responding to student elopement to ensure student safety and fulfill the school's duty of care.

II. DEFINITION

Elopement is defined as a student leaving a supervised area or school campus without permission or staff awareness, resulting in a potential safety risk.

Elopement may be associated with developmental, emotional, behavioral, trauma-related, or disability-related needs.

III. GUIDING PRINCIPLES

Student safety is the highest priority

Responses must be timely, coordinated, and least intrusive

Elopement is addressed as a safety concern, not primarily as misconduct

Repeated elopement requires system-level intervention

All staff must follow established protocols

IV. PREVENTION & SUPERVISION

The district will ensure:

- Clear campus supervision plans
- Monitoring of entrances/exits during school hours
- Staff awareness of students with known elopement risk
- Implementation of IEP, 504, BIP, and Safety Plan supports
- Ongoing staff training in:
 - Active supervision
 - De-escalation
 - Trauma-informed practices
 - Legal limits of physical intervention

V. RESPONSE PROCEDURES

A. Immediate Notification

Any staff member who becomes aware of elopement must immediately notify the school office/administration, providing identifying and directional information.

B. Staff Supervision Requirements

- Staff must remain with assigned students
- Staff may not pursue students into public spaces
- Physical restraint may only be used by trained, authorized staff and only when legally permitted

C. Administrative Actions

Administration will:

- Activate the site elopement response plan
- Assign staff to conduct a campus sweep and monitor boundaries
- Notify parent/guardian as soon as possible
- Contact law enforcement or emergency services when:
 - The student is off campus and cannot be located promptly
 - The student is near traffic or other hazards
 - The student has medical or safety vulnerabilities
 - There is concern for imminent danger
- When in doubt, safety takes precedence.

VI. DOCUMENTATION & FOLLOW-UP

An incident report must be completed the same day

Documentation will include:

- Antecedents and triggers
- Time out of supervision
- Actions taken
- Parent notification
- Follow-up actions

VII. STUDENT SUPPORT & COMPLIANCE

When elopement is repeated or suspected to be disability-related, the district will:

- Initiate SST and/or IEP/504 review
- Consider Functional Behavior Assessment (FBA)
- Develop or revise a Behavior Intervention Plan (BIP)
- Update safety and supervision supports

Failure to address known elopement risks may result in a denial of access to education and increased safety liability.

VIII. REVIEW & TRAINING

Elopement procedures will be reviewed annually

Staff will receive regular training

Procedures will be updated to align with California guidance and best practices

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

SUSPENSION AND EXPULSION / DUE PROCESS

The Governing Board desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of District students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and / or expulsion.

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1. (Education Code 48900.5)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities. Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself / herself or others.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation. District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the District's nondiscrimination policies.

DUE PROCESS

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent / guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his / her parents / guardians and to improve classroom behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom.

(Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent / guardian stating that his / her attendance is required pursuant to law.

(Education Code 48900.1)

A parent / guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent / guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/ guardian, the principal or designee shall explain the District's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent / guardian does not respond to the request to attend school, the principal or designee shall contact him / her by telephone, mail, or other means that maintains the confidentiality of the student's records.

District regulations and school - site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents / guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the Board pursuant to the requirements of law and administrative regulation may suspend the enforcement of an expulsion order.

EDUCATION CODE

212.5 Sexual harassment
233 Hate violence
1981 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48667 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting
7151 Gun-free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights Data Collection Summary, March 2012

WEB SITES

CSBA:

<http://www.csba.org>

California Attorney General's Office:

<http://www.oag.ca.gov>

California Department of Education:

<http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Spreckels Union School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential.

Confidential Memorandum

(example)

To:

From: Eric Tarallo, Superintendent

Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE.
PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.

Eric Tarallo, Superintendent

SPRECKELS UNION SCHOOL DISTRICT

To: ALL CERTIFICATED STAFF
From: Eric Tarallo, Superintendent
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

Grounds for Suspension and Expulsion: Grades K-8

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections.

Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as such a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-8," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

A message, text, sound, video, or image

A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-8

A student in grades 4-8 shall be subject to suspension or recommendation for expulsion when it is determined that the student: Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

If you have any questions or need further information, please see me.
Eric Tarallo, Superintendent

(E) Sexual Harassment Policies (EC 212.6 [b])

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any District program or activity

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

SCHOOL-LEVEL COMPLAINT PROCESS / GRIEVANCE PROCEDURE

Complaints of sexual harassment, or any behavior prohibited by the District's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the District Coordinator for Nondiscrimination / Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator / Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/ Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Coordinator / Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The District shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he / she has been subjected to harassment, the student's parent / guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator / Principal receives an anonymous complaint or media report about alleged sexual harassment, he / she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator / Principal shall describe the District's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his / her complaint in writing. If the student requests confidentiality, he / she shall be informed that such a request may limit the District's ability to investigate.

4. Investigation Process: The Coordinator / Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator / Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator / Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his / her investigation or to protect student safety, the Coordinator / Principal also may discuss the complaint with the Superintendent or designee, the parent / guardian of the student who complained, the parent / guardian of the

alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and District legal counsel or the District's risk manager.

5. Interim Measures: The Coordinator / Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator / Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he / she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination:

In reaching a decision about the complaint, the Coordinator / Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator / Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator / Principal shall conclude the investigation and prepare a written report of his / her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator / Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents / guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator / Principal shall ensure that the harassed student and his / her parent / guardian are informed of the procedures for reporting any subsequent problems. The Coordinator / Principal shall also make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

ENFORCEMENT OF DISTRICT POLICY

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing training to students, staff, and parents / guardians about how to recognize harassment and how to respond.
3. Disseminating and / or summarizing the District's policy and regulation regarding sexual harassment.

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents / guardians and the community.
5. Taking appropriate disciplinary action.

In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he / she knew was not true.

NOTIFICATIONS

A copy of the District's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents / guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of District rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)
4. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

FOR DISTRICT PERSONNEL

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when (Education Code 212.5):

1. Submission to the conduct is made either expressly or by implication, a term or condition of the other's employment
2. Submission to or rejection of such conduct by the other individual is used as the basis for an employment decision affecting him/her
3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work or academic performance; creating an intimidating, hostile or offensive work or educational environment; or of adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of education, employment or career development
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him / her regarding benefits, services, honors, programs or activities available at or through the District

Other examples of sexual harassment, whether committed by a supervisor or any other employee, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint

TRAINING

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The District's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment and the remedies available to the victims of sexual harassment in employment. The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the District's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the District's complaint procedures.

NOTIFICATIONS

A copy of this policy shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired
3. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of District information sheets that contain, at a minimum, components on: (GC 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The District's complaint process available to the employee
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission
6. Directions on how to contact the Fair Employment and Housing Department and Commission

Discrimination and Harassment Policies

Spreckels Union School District
Students Policy #5145.3

Regulation 5145.3: Nondiscrimination/Harassment Status: ADOPTED

Original Adopted Date: 11/03/2022 | Last Revised Date: 8/21/2025

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in AR 5145.7 – Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent
130 Railroad Avenue
P.O. Box 7362
Spreckels, CA 93962
831-455-2550 ext. 316
superintendent@susd.net

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital and family status, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

The district does not discriminate on the basis of sex in any education program or activity that it operates

Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR

The name or title, office and email address, and telephone number of the district's Title IX Coordinator

How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints

How to report conduct that may constitute sex discrimination under Title IX

How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students

Provide, incident to the publicizing described in subdivision (c), to certificated school site employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing schoolsite and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils, or related to the support of pupils who may face bias or bullying on the basis of any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-8 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights
Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex-based harassment the right to initiate the Title IX grievance procedures as specified in AR 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) STUDENT DRESS CODE

In cooperation with teachers, students and parents / guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with District policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Backless shoes, sandals, etc. are not acceptable for physical education.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and / or classes. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (EC 49066)

The principal, staff, students and parent / guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

GANG-RELATED APPAREL

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents / guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

VISITORS / OUTSIDERS

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

All visitors need to sign in and out at the front office to obtain a visitor's sticker.

OUTSIDER REGISTRATION

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension
2. A parent / guardian of a student of the school
3. A Governing Board member or District employee
4. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request
5. A representative of a school employee organization who is engaged in activities related to the representation of school employees
6. An elected public official
7. A publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station

REGISTRATION PROCEDURE

In order to register, visitors shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His / her name, address and occupation
2. His / her age, if less than 21
3. His / her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

PRINCIPAL'S REGISTRATION AUTHORITY

The following provisions of law shall apply to outsiders. Outsiders do not include students, parents/guardians, District employees, elected public officials, or other persons listed in Penal Code 627.1.

1. The principal or designee may refuse to register any outsider if he / she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke an outsider's registration if he / she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting school, students or staff. (Penal Code 627.4)

2. The principal or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the principal or designee may inform the outsider that if he / she reenters the school within seven days he / she will be guilty of a misdemeanor subject to a fine and / or imprisonment. (Penal Code 627.7)

APPEAL PROCEDURE

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he / she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
People and Programs

Element:
Our plan helps us to create a caring and connected school climate where students and staff respond proactively rather than reactively in situations of concern.

Opportunity for Improvement:
Safety committee will include topic as standing agenda item for opportunity development.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Recognize and build on the cultural richness of our school community, improve tolerance, and create respect for diversity.	Focus staff development on curriculum and training. Incorporate diversity awareness curriculum. Implement empathy training. Kindness Campaign.	Instructional Leadership Team (ILT) Hope Services Bucket Filling Assembly	Administration Counselors	Survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote caring, supportive relationships with students to support resiliency through education and increased access to counseling services.	<p>Continue to employ school counselors</p> <p>Offer staff development opportunities in mandated reporting laws, anti-bullying resources, and digital citizenship.</p> <p>Train staff and students on bullying prevention and tolerance.</p>	<p>School Counselors</p> <p>SEL curriculum (Character Strong)</p> <p>Mandated Reporting Laws</p> <p>Bullying Workshops</p> <p>Digital Citizenship (www.digitalcitizenship.net)</p> <p>Presentations</p> <p>Assemblies</p> <p>Prevention training</p>	Administration	Survey
Communicate clear standards and consequences that are consistently and fairly enforced.	<p>Post easily visible student expectations and consequences in every classroom.</p> <p>Provide Beginning of the Year assembly on school-wide expectations of student behavior.</p>	<p>Student Handbook</p> <p>District and School Website</p> <p>Board Policy and Regulations</p> <p>Assembly</p>	Administration	<p>Decrease in negative student behavior infractions (suspensions, detentions, expulsions).</p> <p>Survey</p>
Reduce student truancy and increase daily average attendance.	<p>Enforce current truancy policy with consistency.</p> <p>Partner with district attorney for early intervention.</p> <p>Provide site and district wide incentives for excellence in attendance, academics, and behavior.</p>	<p>District Student Information System (SIS)</p> <p>Trimester reports</p> <p>School Board of Trustees</p> <p>Parents' Clubs</p>	<p>Administration</p> <p>Counselors</p> <p>Full staff</p>	<p>SIS data reports</p> <p>California Dashboard</p> <p>Student transcripts</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide a NIMS / SEMS compliant crisis response plan.	<p>Communicate procedures for security, including a NIMS / SEMS compliant crisis response plan.</p> <p>Provide district-wide staff development and training</p>	<p>Safety Committee Members</p> <p>Operational Safety Plan</p> <p>Comprehensive Safety Plan</p>	<p>Superintendent</p> <p>Safety Committee</p>	<p>School Board adoption and implementation of Comprehensive Safety Plan</p>
Implement after school program checklist for basic safety requirements and standards for volunteers who work with students.	<p>Require fingerprinting on file with the district office.</p> <p>Require basic first aid certification.</p> <p>Provide volunteers with a code of ethics in response to working with students.</p>	<p>The National Federation of State High School Associations website for online training and certification courses</p> <p>www.nfhslearn.com/courses</p>	<p>Administration</p> <p>Athletic Director</p> <p>District Office/HR</p>	<p>Completed certification</p>
Increase counseling, anger management, mediation, and anti-violence groups available to students.	<p>Offer staff development opportunities in mandated reporting laws, anti-bullying resources, and digital citizenship.</p> <p>Empower students to take responsibility in safety.</p> <p>Communicate procedures to report (anonymously) and deal with threats.</p> <p>Research grant opportunities for bully prevention / digital citizenship programs.</p> <p>Kindness Campaign.</p> <p>Encourage parent club participation to promote bullying awareness and prevention training.</p>	<p>Bullying Prevention Workshops</p> <p>Digital Citizenship (www.digitalcitizenship.net)</p> <p>Presentations</p> <p>Assemblies</p> <p>Prevention training</p> <p>Keenan & Associates</p>	<p>Administration</p> <p>Counselors</p> <p>Safety Leadership Committee</p>	<p>Survey</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide opportunities for faculty and staff to meet basic safety requirements and standards for working with children.	Require basic first aid certification. Offer CPR certification opportunities.	The American Heart Association training	Administration Leadership Committee	Completed certification
Provide formal emergency response trainings for all educators and staff.	Provide professional staff development day at the beginning of each school year and throughout the academic year as needed. Tabletop scenarios Drills Faculty and Staff meetings	Local Law enforcement personnel Local emergency personnel Safety Committee Members Operational Safety Plan Comprehensive Safety Plan	Administration Safety Committee	Completed district certification

Component:

Physical Environment

Element:

Create a safe physical environment that creates a respectful, accepting, and emotionally nurturing atmosphere for learning.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Schoolwide practice of emergency drills (Big Five Protocols)	<p>Yearly staff development of updated crisis response plan.</p> <p>Instruction to students about safety procedures and evacuation routes.</p> <p>Regularly scheduled drills: Monthly - fire/evacuation Quarterly - earthquake Biannually - Secure Campus/Shelter in Place/Lockdown</p> <p>Coordinate Safety drills with MCOE (Monterey County Office of Education) and after school programs on site.</p>	<p>Crisis Response Plan</p> <p>Comprehensive Safety Plan</p> <p>Local Fire Department</p> <p>Safety Committee Recommendations</p>	<p>Administration</p> <p>Safety Leadership Committee</p>	<p>Drill / Emergency response times</p> <p>Fire Department observation</p> <p>Calendar with drill dates submitted to district office and MCOE at the start of the school year.</p> <p>Consultation with MC Kimball and Associates</p>
Update emergency supplies in each classroom emergency / first aid backpacks as well as the health technician's office.	Annually collect, review, renew, refill, and distribute first aid backpacks to each classroom.	Health Aide Office	<p>Administration</p> <p>Health Aide</p>	Staff feedback
Staff will assist in providing a safe playground and campus for students.	<p>Meet with duty supervisors at the beginning of the year, and as needed, to review appropriate supervision strategies, playground rules, dealing with students, and emergency situations.</p> <p>Fire Department annual inspection.</p>	<p>Teacher binder</p> <p>Staff training in first aid and CPR</p>	Administration	Written report from Fire Department
Provide each campus classroom and district office with an emergency preparedness bucket (orange) for use during extended lockdowns.	Provide annual training and explanation of contents.	Safety Committee	<p>Administration</p> <p>Safety Leadership Committee</p>	Staff feedback

Component:

Bullying Prevention

Element:

Create "bully free" schools

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide an anonymous reporting system/tip line	Partner with MCOE to add PSST to school website	PSST application	Superintendent Tech Department	Trimester reports on submissions to tip line
Promote positive interactions among students, staff, and community	Continue to implement PBIS strategies and training	MCOE PBIS site leads	Administration PBIS leads	Annual school climate survey
Empower students to take lead with bullying prevention	Create "Kindness Leadership Teams" at each school sites	Student Council/ASB Conferences/training	Site principals Student Council/ASB supervisors	Annual school climate survey

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Buena Vista Middle School and Spreckels Elementary School Student Conduct Code

Conduct Code Procedures

Policy 5131: Conduct Status: ADOPTED

Original Adopted Date: 11/03/2022 | Last Reviewed Date: 11/03/2022

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

Conduct that disrupts the orderly classroom or school environment

Willful defiance of staff's authority

Damage to or theft of property belonging to students, staff, or the district

Obscene acts or use of profane, vulgar, or abusive language

Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy

Plagiarism or dishonesty on school work or tests

Wearing of any attire that violates district or school dress codes, including gang-related apparel

Tardiness or unexcused absence from school

Failure to remain on school premises in accordance with school rules

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Description

5 CCR 300-307 Duties of students

Civ. Code 1714.1 Liability of parent or guardian for act of willful misconduct by a minor

Ed. Code 200-270 Prohibition of discrimination

Ed. Code 32280-32289.5 School safety plans

Ed. Code 35181 Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 Rules

Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 48900-48925 Suspension and expulsion

Ed. Code 51512 Prohibition against electronic listening or recording device in classroom without permission

Pen. Code 288.2 Harmful matter with intent to seduce

Pen. Code 313 Harmful matter

Pen. Code 417.25-417.27 Laser scope or laser pointer

Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor

Pen. Code 653.2 Electronic communication devices; threats to safety

Veh. Code 23123-23124 Prohibitions against use of electronic devices while driving

Federal Description

20 USC 1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

Management Resources Description

California Department of Education Publication Bullying at School, 2003

Court Decision Lavine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981

Court Decision New Jersey v. T.L.O. (1985) 469 U.S. 325

Court Decision Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Court Decision Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675

Court Decision Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088

Court Decision J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

Court Decision LaVine v. Blaine School District (2000, 9th Cir.) 257 F.3d 981

CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CSBA Publication Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CSBA Publication Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Website CSBA District and County Office of Education Legal Services

Website National School Safety Center

Website Center for Safe and Responsible Internet Use

Website California Department of Education, Safe Schools

Website CSBA

Website U.S. Department of Education

Cross References

Code Description

0440 District Technology Plan

0440 District Technology Plan

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

1114 District-Sponsored Social Media

1114 District-Sponsored Social Media

1313 Civility

1330.1 Joint Use Agreements

3513.4 Drug And Alcohol Free Schools

3515.4 Recovery For Property Loss Or Damage

3515.4 Recovery For Property Loss Or Damage

3516.2 Bomb Threats

4131 Staff Development

4219.21 Professional Standards

4219.21-E(1) Professional Standards

4231 Staff Development

4319.21 Professional Standards

4319.21-E(1) Professional Standards

5000 Concepts And Roles

5020 Parent Rights And Responsibilities

5020 Parent Rights And Responsibilities

5113 Absences And Excuses

5113 Absences And Excuses

5113.1 Chronic Absence And Truancy

5113.1 Chronic Absence And Truancy

5113.11 Attendance Supervision

5127 Graduation Ceremonies And Activities

5131.1 Bus Conduct

5131.1 Bus Conduct

5131.2 Bullying

5131.2 Bullying

5131.4 Student Disturbances

5131.4 Student Disturbances

5131.41 Use Of Seclusion And Restraint

5131.5 Vandalism And Graffiti
 5131.6 Alcohol And Other Drugs
 5131.6 Alcohol And Other Drugs
 5131.62 Tobacco
 5131.62 Tobacco
 5131.7 Weapons And Dangerous Instruments
 5131.7 Weapons And Dangerous Instruments
 5131.8 Mobile Communication Devices
 5131.9 Academic Honesty
 5132 Dress And Grooming
 5132 Dress And Grooming
 5136 Gangs
 5136 Gangs
 5137 Positive School Climate
 5138 Conflict Resolution/Peer Mediation
 5141.4 Child Abuse Prevention And Reporting
 5141.4 Child Abuse Prevention And Reporting
 5141.52 Suicide Prevention
 5141.52 Suicide Prevention
 5142 Safety
 5142 Safety
 5144 Discipline
 5144 Discipline
 5144.1 Suspension And Expulsion/Due Process
 5144.1 Suspension And Expulsion/Due Process
 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
 5144.4 Required Parental Attendance
 5144.4 Required Parental Attendance
 5145.12 Search And Seizure
 5145.2 Freedom Of Speech/Expression
 5145.2 Freedom Of Speech/Expression
 5145.3 Nondiscrimination/Harassment
 5145.3 Nondiscrimination/Harassment
 5145.7 Sex Discrimination and Sex-Based Harassment
 5145.7 Sex Discrimination and Sex-Based Harassment
 5145.9 Hate-Motivated Behavior
 6116 Classroom Interruptions
 6142.8 Comprehensive Health Education
 6142.8 Comprehensive Health Education
 6144 Controversial Issues
 6145 Extracurricular And Cocurricular Activities
 6145 Extracurricular And Cocurricular Activities
 6145.2 Athletic Competition
 6145.2 Athletic Competition
 6145.5 Student Organizations And Equal Access
 6145.5 Student Organizations And Equal Access
 6145.8 Assemblies And Special Events
 6153 School-Sponsored Trips
 6153 School-Sponsored Trips
 6159.4 Behavioral Interventions For Special Education Students
 6162.54 Test Integrity/Test Preparation
 6163.4 Student Use Of Technology
 6163.4 Student Use Of Technology
 6163.4-E(1) Student Use Of Technology
 6164.2 Guidance/Counseling Services
 6173.1 Education For Foster Youth

(J) Hate Crime Reporting Procedures and Policies

HATE - MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The District prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources.

The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

GRIEVANCE PROCEDURES

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or designee. Upon receiving such a complaint, the Principal or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to demonstrate hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal or designee, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the District shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

LEGAL REFERENCE:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 32282 School safety plans
- 48900.3 Suspension for hate violence
- 48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

- 422.55 Definition of hate crime
- 422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

- 4600-4687 Uniform Complaint Procedures
- 4900-4965 Nondiscrimination in elementary and secondary education programs

MANAGEMENT RESOURCES:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention –Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS
Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

(J) Procedures to Prepare for Active Shooters

The District has adopted the "Big Five" which includes a protocol for active shooters outlined below:

Lockdown / Barricade

Lockdown/Barricade is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by lawenforcement. During Lockdown/Barricade, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by lawenforcement or site administration.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

During a Lockdown/Barricade, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.

Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock the door from the outside with keys.

Lockdown/Barricade:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- Prioritize clear communication. Remove face covering if necessary.
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Think on Your Feet:

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual must think on their feet to quickly determine the best course of action.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

Escape/Get Off Campus:

- Only attempt this if confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/encourage others you might encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there Hide/Lockdown/Barricade:
- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/ silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

Fight:

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

Procedures for Preventing Acts of Bullying and Cyber-bullying

Regulation 5131.2: Bullying Status: ADOPTED

Original Adopted Date: 11/03/2022 | Last Revised Date: 04/04/2024 | Last Reviewed Date: 04/04/2024 see more

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Opioid Prevention and Life-Saving Response Procedures

Effective January 1, 2024, all schools serving pupils in grades 7 to 12 are required to include a comprehensive plan for addressing opioid overdose incidents in their CSSPS. The primary objective is to ensure a timely and effective response to pupils suffering from or reasonably believed to be suffering from an opioid overdose.

In 2023, the District established a partnership with Montage Health's Prescribe Safe Program to develop and lead countywide efforts to address opioid overdoses among students in Monterey County. The partnership established a countywide Schools' Opioid Overdose Workgroup that meets regularly to develop proactive strategies to reduce the frequency of youth related drug overdose. In early 2024, the partnership developed a Naloxone Toolkit for Monterey County Schools that outlines ways to develop school-based overdose prevention and response practices.

The District's strategy for addressing this crisis within its schools and programs include the following: Training and Awareness:

- Designated school staff members undergo training on recognizing the signs of opioid overdose.
- Periodic awareness programs for students are conducted to educate them about the dangers of opioid use and the importance of seeking help.

Designated Personnel:

- Designated personnel are responsible for responding to potential opioid overdose incidents.

- Designated personnel with the necessary resources and tools, including access to emergency medical services.

Emergency Response Procedures:

- Establish clear and concise procedures for responding to suspected opioid overdose incidents.
- In the event of an overdose, immediately activate emergency medical services by dialing 911.
- Administer first aid as per trained personnel's capabilities, including the use of naloxone.

Naloxone Administration:

- Ensure that designated personnel are trained and authorized to administer naloxone, an opioid antagonist, in accordance with applicable laws and regulations.
- Maintain a supply of naloxone in easily accessible locations within the school premises.

Communication Protocols:

- Establish communication protocols to promptly notify relevant stakeholders, including parents or guardians, following an opioid overdose incident.

Confidentiality and Privacy:

- Safeguard the confidentiality and privacy of students involved in opioid overdose incidents, in accordance with applicable laws and regulations.

Documentation and Reporting:

- Maintain accurate records of all opioid overdose incidents, including actions taken, personnel involved, and outcomes.
- Submit required reports to appropriate authorities as mandated by law.

Review and Evaluation:

- Conduct periodic reviews of the opioid overdose protocol to ensure its effectiveness.
- Make necessary updates and improvements based on lessons learned and emerging best practices.

Training Updates:

- Provide regular updates and refresher training for all school staff to ensure they are knowledgeable about the opioid overdose protocol.

Response Procedures for Dangerous, Violent, or Unlawful Activities

The District adheres to the following procedures to assess and respond to dangerous and unlawful activity. The District is committed to assessing and responding appropriately to dangerous, violent, and unlawful activity that is being conducted or threatened to be conducted at the school, on school grounds, or at an activity sponsored by the school. For the purposes of this policy, school grounds encompass not only physical locations but also extend to school technology and online platforms.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment, and strategies to mitigate, prevent, prepare for, respond to, and recover from violent and unlawful activity. Using these assessments, Goals, and Objectives are written to improve response to such activity.

The District's safety committee is currently developing the "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan and will submit them with the next revision of the plan.

School administration, safety committee, risk management, and other needed resources along with law enforcement may conduct an investigation into violent, dangerous, and unlawful activities. Depending on the investigation outcomes, the administration will follow Pathways procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

The District adheres to California Education Code and applicable California Penal Code. Pathways will use the following Law Enforcement Notification Matrix as a guideline for involving Law Enforcement. The principal or designee is required by law to notify law enforcement in certain circumstances. The notification matrix includes but is not limited to:

CALL 911 when:

- *Bomb threat/Suspicious package
- *Firearm on campus
- *Explosive on campus
- *Fire
- *Immediate risk of harm to student(s) and/or staff
- *Intruder on campus
- *Medical emergency
- *Possible abduction

CALL for Law Enforcement
(911 if immediate danger - Dispatch if non-emergency) when:

- *Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902(a), CA Penal Code 245).
- *Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement
- *Possession of a firearm inside a school zone, which includes inside school, on school grounds, or within 1,000 feet of a school. (CA Education Code 48902(c), CA Penal Code 626.9).
- *Report of sexual assault or battery (Grades 4-12) (EC 48902)
 - Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse
- *Homicidal threat (Grades 6-12) (EC 49390)
 - Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity

Notification to Law Enforcement
(911 if immediate danger - Dispatch if non-emergency)

- *Possession, sale, or furnishing a firearm on a school site by a student or nonstudent; 2) Possession of an explosive on a school site by a student or nonstudent. (CA Education Code 48902(c))
- *Physical attack, assault or threat toward employee (EC 44014)
- *Possession, use, sale, furnishing, or bring under the influence of a controlled substance; unlawful sale or negotiation to sell a look-alike substance purported to be a controlled substance (EC 48902 (b)(c)(d))
- *Possession of other dangerous weapon (EC48902)
 - dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Instructional Continuity Plan

Instructional Continuity and Emergency

Communication Plan

This plan ensures that in the event of an emergency where in-person instruction is not viable, the district can:

1. Communicate effectively with families and students.
2. Maintain instructional continuity through alternate learning modes.
3. Support students' social-emotional, mental health, and academic needs.

4. Preserve attendance-based funding through timely implementation of these procedures.

1. Communication Plan

1.1 Two-Way Communication Protocol

Platforms:

Social Media

ParentSquare

Email and SMS Alerts

District and School Websites

1.2 Process:

Initial notification sent to all families as soon as the situation is stabilized and information is confirmed
Families can respond via provided contact numbers, emails, or designated communication apps.

Weekly updates on the status of school operations and instructional options.

Translation services provided for non-English speaking families.

1.3 Responsibility:

Director of IT and site administration to manage and monitor two-way communication.

Teachers maintain regular communication with students and families via their preferred platforms.

2. Initial Student Engagement within Five Days

2.1 Engagement Activities

Within five calendar days of an emergency, schools will:

Conduct virtual or phone-based wellness checks.

Distribute engagement packets for students with limited internet access.

Host virtual class meetings or individual check-ins via platforms like Zoom or Google Meet.

Provide asynchronous learning options (e.g., recorded lessons, digital resources).

2.2 Social-Emotional and Mental Health Supports

Counselor/Social Worker Check-Ins:

Virtual counseling sessions available.

Daily or weekly Second Step SEL activities shared through digital platforms or printed packets.

3. Instructional Continuity Plan

3.1 Alternate Modes of Instruction

Remote Learning Platforms:

Google Classroom (for assignments, announcements, and resources).

Google Meet for synchronous instruction.

Asynchronous Options:

Recorded video lessons and digital assignments.

Printed learning packets distributed through designated pick-up locations or mailed to families.

3.2 Timeline for Instructional Continuity

Within 10 School Days:

Implement a full remote learning schedule

Coordinate with neighboring districts and county offices of education for alternative facilities space

3.3 Independent Study Standards

Ensure that instructional quality meets or exceeds standards set by independent study programs:

Minimum instructional time per grade level.

Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8).

Academic progress tracking and regular feedback.

4. Staff Training and Preparation

4.1 Training Schedule

Yearly Training Sessions for all staff on:

Emergency communication protocols.

Remote learning platforms and instructional continuity strategies.

SEL and mental health support during emergencies.

4.2 Simulation Drills

Conduct annual drills simulating remote learning activation and family communication procedures.

5. Monitoring and Accountability

5.1 Attendance and Engagement Tracking

Daily attendance recorded through remote platforms.

Regular follow-up with families of absent students.

5.2 Plan Review and Updates

Annual review of the plan to incorporate feedback and best practices.

Safety Plan Review, Evaluation and Amendment Procedures

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Spreckels Union School District and is readily available for inspection by the public.

Spreckels Union School District Safety Committee, school site councils, and the Board of Trustees have evaluated our Comprehensive School Safety Plan and determined the following

1. Students will be exposed to programs celebrating diversity and encouraging "bully-free" schools.
2. A visitor sign-in desk will be established at the site, and all visitors will be issued identification cards.
3. Character-based educational curriculum will be used to enhance positive interpersonal relationships.
4. Positive Behavioral Interventions and Support (PBIS) training will be provided to all staff.
5. Video surveillance and school-entry systems will be enhanced.

In addition, the following items need to be updated on a regular basis:

1. Safety committee meeting agendas and minutes
2. Monthly drills
3. Discussion of implementation and compilation of survey data
4. Consistency of discipline with consequences
5. Implementation of cyber safety best practices with technology rollout

Safety Plan Appendices

Emergency Contact Numbers

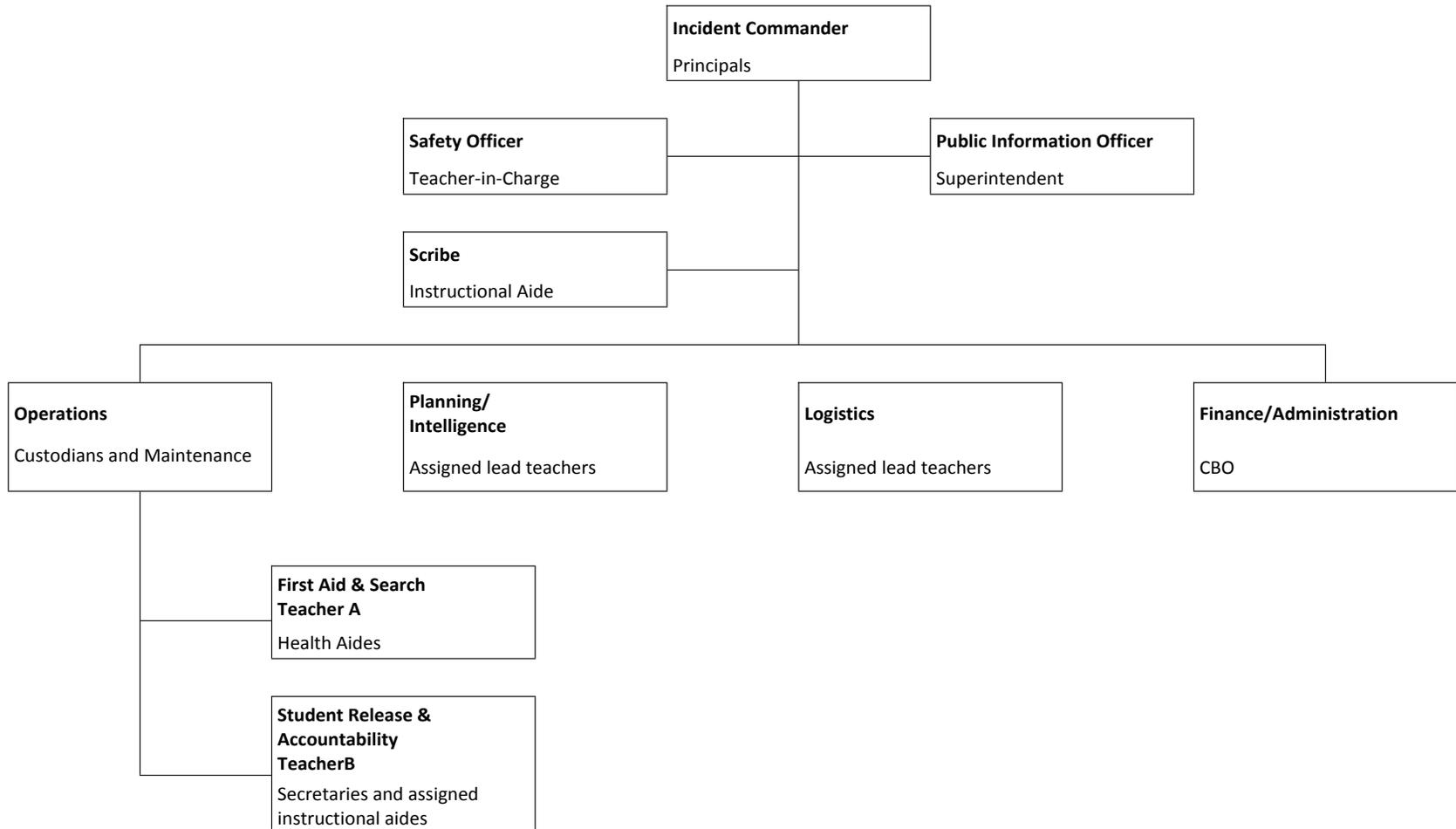
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Monterey County Sheriff	Emergency - 911, Non-emergency 831-755-3700	
	California Highway Patrol	Emergency - 911, Non-emergency 831-796-2100	
	Monterey County Regional Fire	Emergency - 911, Non-emergency 831-455-1828, Toro Station 831-455-1721	
Emergency Services	American Medical Response	Emergency - 911, Non-emergency 831-718-9555	
Public Utilities	PG&E	24 hour customer service 800-468-4743	
	Spreckels Water Company	831-758-7644	
Local Hospitals	Salinas Valley Memorial Hospital	831-757-4333	
	Natividad Medical Center	831-755-4111	
	Community Hospital of Monterey	831-624-5311	
Other	Spreckels Community Services District	831-455-1226	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Board of Trustees - Comprehensive Safety Plan Annual Review (final read)	April 12, 2016	SUSD District Office
Safety Committee Meeting	April 15, 2016	SUSD District Office
Safety Committee Meeting	September 9, 2016	SUSD District Office
Safety Committee Meeting	December 9, 2016	SUSD District Office
Safety Committee Meeting	January 13, 2017	SUSD District Office
Safety Committee Meeting	March 17, 2017	SUSD District Office
Safety Committee Meeting	April 21, 2017	SUSD District Office
Safety Committee Meeting	May 19, 2017	SUSD District Office
Safety Committee Meeting	January 12, 2018	SUSD District Office
Safety Committee Leadership Meeting	February 9, 2018	SUSD District Office
Safety Committee Meeting	October 4, 2019	SUSD District Office
Safety Committee Meeting	November 30, 2020	Virtually due to Covid-19
Safety Committee Meeting	September 28, 2021	SUSD District Office
Safety Committee Meetings	January and February	BVMS and SES
School Site Council Review	2024	BVMS and SES
SUSD Board of Trustees Review	Spring 2023	SUSD District Office
Safety Committee Meeting and Review	February 1, 2024	Virtually held
Safety Committee Meetings and Review	February 12, 2025	Virtually held
SUSD Board of Trustees Review	January 21 and February 11, 2026	SUSD District Office
	February 19, 2026	

Buena Vista Middle School and Spreckels Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Incident Commander with consultation from first responders/911 and site's Behavioral Threat Analysis Team (BTAT)

Step Two: Identify the Level of Emergency

Incident Commander with consultation from first responder/911 and BTAT

Step Three: Determine the Immediate Response Action

Incident Commander with consultation from first responder/911 and BTAT

Step Four: Communicate the Appropriate Response Action

Incident Commander with consultation from first responder/911 and BTAT

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft incidents could include items falling from passing aircraft or entire aircraft crashing onto or near school property.

- Falling debris or aircraft may cause injuries to students/staff or damage to buildings/grounds.
- Risk of explosion and/or fire resulting from spilled fuel or cargo.
- Fumes from such combustion may be harmful, particularly to those with respiratory ailments.

Note: Accidents or incidents involving planes approaching or leaving Salinas Municipal Airport (3.87 miles East of Spreckels Union School District) fall under the jurisdiction of the first responders who serve the city as a whole, NOT Airport security, which handles only those incidents that occur on Airport property. IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.

AIRCRAFT CRASHES INTO THE SCHOOL

STAFF ACTIONS:

1. Call 911. Notify Principal.
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the Principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include SHELTER IN PLACE, EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
3. Notify District Superintendent, who will contact the Office of Emergency Services.
4. Arrange for first aid treatment and removal of injured occupants from the building.
5. Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
7. Account for all building occupants and determine the extent of injuries.
8. Do not re-enter the building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL

STAFF ACTIONS:

1. Call 911. Notify Principal.
2. Move students away from the immediate vicinity of the crash.
3. Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Initiate SHELTER IN PLACE, if warranted.
3. Initiate REVERSE EVACUATION for students and staff outside or direct them to the designated area until further instructions are received.
4. Ensure that students and staff remain at a safe distance from the crash.
5. Notify District Superintendent, who will contact the Office of Emergency Services.

6. Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
2. If the animal is outside, keep students inside and institute a SECURE CAMPUS.
3. If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
4. Contact the Salinas Humane Society (831-422-4721) for assistance in removing the animal.
5. If the animal injures anyone, seek medical assistance from the school nurse.
6. Notify parent / guardian and recommended health advisor.

STAFF / TEACHER ACTIONS:

1. If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
2. If the animal is inside, EVACUATE students to a sheltered area away from the animal.
3. Notify the principal if there are any injuries.

Armed Assault on Campus

SHOOTING

Immediate response to a rapidly changing incident is critical. The school sites will follow the Big Five protocol of Lockdown/Barricade when an active shooter is on campus. Safety must always be the foremost consideration.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Remain calm. Do not confront the shooter(s).
2. Assess the situation:
 - a. Is the shooter in the school?
 - b. Has shooter been identified?
 - c. Has the weapon been found and/or secured?
3. Depending on the situation, initiate Lockdown/Barricade protocols as appropriate.
4. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN).
5. Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
6. Ensure injured students and staff receive medical attention.
7. If suspect has left, secure all exterior doors to prevent re-entry.
8. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
9. Keep crime scene secure. Organize OFF-SITE EVACUATION, if necessary, or prepare to continue with classes.
10. Isolate and separate witnesses.
11. Gather information for police about the incident and everyone involved with it:
 - a. Name of shooter(s)
 - b. Location of assault
 - c. Number and identification of casualties and injured
 - d. Current location of the shooter
12. Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
13. Prepare letter for students to take home to their families.
14. Arrange for immediate crisis counseling for students and staff.
15. Provide liaison for family members of injured students and staff members.
16. Debrief staff and school police officers.
17. Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

1. If gunfire is heard inside the school, implement Lockdown/Barricade protocol immediately. Do not wait for the "Lockdown/Barricade" announcement.
2. Call 911. Alert the principal/site administrator.
3. Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to follow the most appropriate Big 5 protocol depending on the specific situation.
4. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
5. Implement Big 5 protocols, as appropriate.
6. Provide first aid for victims, if needed.
7. Account for all students.
8. Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
9. Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

1. Follow staff member's directives related to Big 5 protocols. In the absence of a staff member, use discretion based on Big 5 training.
2. Big 5 protocols include Alerting, Locking Down, Informing, Countering, and/or Evacuating in no particular order.

WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

1. Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
2. Alert the principal/site administrator.
3. Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
4. Provide first aid for victims, if needed.
5. Account for all students.
6. Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Remain calm. Depending on how the situation unfolds, initiate Big 5 protocols as appropriate to the scenario. Do not confront the suspect.
2. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
3. Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
4. If suspect has left, secure all exterior doors to prevent re-entry.
5. Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
6. Gather information about the incident for the police:
 - a. Name of student with weapon.
 - b. Location of witness when weapon was seen.
 - c. What did the student do with the weapon after it was displayed?
 - d. What is the current location of the student with the weapon?
7. Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
8. Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
9. Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
10. Notify parents/guardians.
11. Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.

12. Secure a detailed written statement from witnesses including staff.
13. Provide post-event trauma counseling for students and staff, as needed.
14. Provide informational updates to staff, students and their families during next few days to squelch rumors.

Biological or Chemical Release

BIOLOGICAL RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

OUTSIDE THE BUILDING

STAFF ACTIONS:

1. Call 911. Notify principal.
2. Move students away from the immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
4. Follow standard student assembly, accounting, and reporting procedures.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Initiate SHELTER IN PLACE.
2. Shut off HVAC units.
3. Move to the central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
5. Notify District Superintendent of the situation.
6. Turn on a battery-powered commercial radio and listen for instructions.
7. Complete the Biological and Chemical Release Response Checklist
8. Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
9. Arrange for psychological counseling for students and staff.

INSIDE THE BUILDING

STAFF ACTIONS:

1. Call 911. Notify principal or site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting, and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Initiate EVACUATION of the building or OFF-SITE EVACUATION to move students away from the immediate vicinity of danger.
2. Move up-wind from the potential danger.
3. Call 911. Provide exact location and nature of the emergency.
4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders-- Health or Fire Department.
6. Notify District Superintendent of the situation.
7. Arrange for immediate psychological counseling for students and staff.
8. Complete the Biological and Chemical Release Response Checklist
9. Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

1. Wash affected areas with soap and water.
2. Immediately remove and contain contaminated clothing
3. Do not use bleach on potentially exposed skins.
4. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

1. Alert others in the immediate area to leave the area.
2. Close doors and restrict access to the affected area.
3. Notify principal/site administrator.
4. DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of the spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
2. Notify Maintenance/Building and Grounds Manager.
3. Determine whether to implement SHELTER IN PLACE, EVACUATION and/or student release.
4. Post a notice on the school office door stating location of the alternate school site.
5. Notify District Superintendent of school status and location of the alternate school site.

STAFF ACTIONS:

1. If SHELTER-IN-PLACE, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
2. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
3. If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area.
4. Upon arrival at the safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

Bomb Threat/ Threat Of violence

In the event that the school receives a bomb threat by telephone, keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
3. Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
4. Notify site administrator immediately after completing the call.
5. Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

1. Note the manner in which the threat was delivered, where it was found and who found it.
2. Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify the principal or site administrator.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
3. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
5. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Notify the District Superintendent of the situation.
8. Direct a search team to look for suspicious packages, boxes or foreign objects.
9. Do not return to the school building until it has been inspected and determined safe by proper authorities.
10. Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

1. Use a systematic, rapid and thorough approach to search the building and surrounding areas.
2. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
3. If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

1. Evacuate students as quickly as possible, using primary or alternate routes.
2. Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
3. Do not return to the building until emergency response officials determine it is safe.

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received.

The checklist should be completed by the person taking the call.

Bus Disaster

Each school should maintain a folder for each bus serving the school. This folder should contain rosters and contact information. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

1. Turn off power, ignition and headlights. Use safety lights, as appropriate.
2. Evaluate the need for evacuation.

3. Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

1. Call 911, if warranted.
2. Notify principal.
3. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Document the names of all injured students and their first aid needs.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify law enforcement.
2. Notify parents/guardians of all students on the bus as soon as accurate information is available.
3. Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
4. Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

EARTHQUAKE DURING BUS TRIP

BUS DRIVER ACTIONS:

1. Issue DUCK, COVER and HOLD ON instruction.
2. Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
3. Set brake, turn off ignition and wait for shaking to stop.
4. Check for injuries and provide first aid, as appropriate.
5. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
6. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
7. If instructed to continue route,
8. En route to school, continue to pick up students.
9. Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
10. If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
11. Remain with students until further instructions are received from site administrator.
12. Account for all students and staff throughout the emergency

FLOOD DURING BUS TRIP

BUS DRIVER ACTIONS:

1. Do not drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safe route.
3. If the bus is disabled, stay in place until help arrives
4. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
5. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
6. Account for all students and staff throughout the emergency.

Disorderly Conduct

Disorderly conduct is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

INSIDE SCHOOL

STAFF ACTIONS:

1. Report disruptive circumstances to principal/site administrator.
2. Avoid arguing with the participant(s).
3. Have all students and employees leave the immediate area of disturbance.
4. Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement.
5. Stay away from windows and exterior doors.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
2. Set up a communication exchange with the students, staff, and principal. Try to restore order.
3. If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
4. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

OUTSIDE OF SCHOOL

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. Move any students who are outside of the school building, to the inside. If unable to do so, have students lie down and cover their heads.
3. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
4. Cancel all outside activities.
5. Maintain an accurate record of events, conversations and actions.
6. Assign staff members to assist the nurse as necessary.

STAFF ACTIONS:

1. Call 911.
2. Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
3. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
4. Care for the injured, if any.
5. Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Regular trainings for pupils and both certificated and classified staff in earthquake emergency procedures will be conducted throughout the year.

INSIDE BUILDING

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
2. Send search and rescue team to look for trapped students and staff.
3. Post guards a safe distance away from building entrances to assure no one re-enters.
4. Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
5. Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
6. Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

1. Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows and protect head with one's arms.
2. Check for injuries, and render First Aid.
3. After shaking stops, EVACUATE building if safe. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
4. Check attendance at the assembly area. Report any missing students to principal/site administrator.
5. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
6. Stay alert for aftershocks
7. Do NOT re-enter building until it is determined to be safe.

OUTSIDE BUILDING

STAFF ACTIONS:

1. Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
2. After shaking stops, check for injuries, and render first aid.
3. Check attendance. Report any missing students to principal/site administrator.
4. Stay alert for aftershocks.
5. Keep a safe distance from any downed power lines
6. Do NOT re-enter building until it is determined to be safe.
7. Follow instructions of principal/site administrator.

DURING NON-SCHOOL HOURS

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
2. Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
3. Notify fire department and utility company of suspected breaks in utility lines or pipes.
4. If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
5. Notify District Office, who will inform public information media as appropriate.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL / SITE ADMINISTRATOR:

1. Determine whether site evacuation should be implemented.
2. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
3. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
4. Secure area to prevent unauthorized access until the Fire Department arrives.
5. Advise the District Superintendent of school status.
6. Notify emergency response personnel of any missing students.
7. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
8. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
9. Determine if Student Release should be implemented. If so, notify staff, students and parents.
10. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. Initiate DROP, COVER AND HOLD ON.
2. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Determine if EVACUATION of school site is necessary.
2. Contact local fire department (call 911) to determine the correct action for your school site.
3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
4. Direct inspection of premises to assure that all students and personnel have left the building.
5. Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
6. Monitor radio station for information.
7. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
2. Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.

3. Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
4. Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

WITHIN SCHOOL BUILDING

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Sound the fire alarm to implement EVACUATION of the building.
2. Immediately EVACUATE the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify District Office of situation.
7. Notify appropriate utility company of suspected breaks in utility lines or pipes.
8. If needed, notify bus dispatch for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.
9. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. Call 911. EVACUATE students from the building using primary or alternate fire routes. Take the emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

NEAR THE SCHOOL

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
2. Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Issue STAND BY instruction. Determine if evacuation is required.

2. Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated and inform the District Office.
6. Monitor AM radio weather station 1460 for flood information.
7. Notify District Superintendent of school status and action taken.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

1. If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits.
2. Take attendance before leaving the campus.
3. Remain with students throughout the evacuation process.
4. Upon arrival at the safe site, take attendance. Report any missing students to principal / site administrator and emergency response personnel.
5. Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

1. If evacuation is by bus, DO NOT drive through flooded streets and/or roads.
2. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

1. Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
2. Determine length of time service will be interrupted.
3. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
4. If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
5. Use messengers with oral or written word as an alternate means of faculty notification.
6. Notify District Office of loss of service.
7. Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

- Toilets: portable facilities provided by D'Arrigo Brothers, as needed
- Drinking Water: bottled water provided in each classroom and office building
- Food Service: provided by D'Arrigo Brothers and NobHill, as needed
- Fire Suppression: fire extinguishers are located in every room, first responders

B. Plan for Loss of Electricity

- Ventilation: Lead Maintenance & Operations, PG&E
- Emergency Light: emergency exit signage, assistance from Lead Maintenance & Operations and site custodians.
Flashlights provided in emergency kits
- Computers: Technology Coordinator and Technology Technician management of system recovery

C. Plan for Loss of Natural Gas

- Heat: Lead Maintenance & Operations, PG&E

- Food Service: D'Arrigo Brothers and Nob Hill

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
3. Arrange for first aid treatment and removal of injured occupants from the building.
4. Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
5. Ensure that students and staff remain at a safe distance from the crash.
6. Account for all building occupants and determine the extent of injuries.
7. Notify District Superintendent.

STAFF ACTIONS:

1. Call 911. Notify Principal.
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

Follow the most updated guidance from the California Department of Public Health related to pandemics: <https://www.cdph.ca.gov/>

Psychological Trauma

MISSING OR LOST CHILD

A missing or lost student is any child who cannot be located after s/he is known to have reported to school, been in route to or from school or boarded a school bus.

A quick response is critical so that efforts can be made to locate the child immediately.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Initiate LOCKDOWN//SHELTER IN PLACE
2. Immediately begin conducting a search of school building and grounds.
3. Determine when the child was last seen.
4. Call 911 as indicated.
5. Call parents of the child involved to establish a communication plan with them.

STAFF ACTIONS:

1. Notify site administrator as soon as the child has been determined as missing.
2. Once LOCKDOWN has been initiated, close classroom doors and take immediate attendance.
3. Place RED or GREEN cards at designated location in the classroom for accountability.
4. Please do not contact the office unless you have direct knowledge of the situation or a medical emergency.
5. Retain students under your supervision until you are notified that students should be released.
6. Ignore the regular passing bells until the ALL-CLEAR is given.

STUDENT ACTIONS:

1. Keep away from windows
2. While the school is under lockdown, students are not permitted to leave the classroom under any circumstance.

DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound impact on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
2. Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
3. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
4. If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence.
5. Notify teachers prior to notification of students.
6. Meet with frontline staff/crisis team as soon as possible so that everyone understands the response plan.
7. Determine whether additional resources are needed and make appropriate requests.
8. Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
9. Develop a plan for notifying other students and sharing information about the availability of support services. Do not use the public address system.
10. Go to each of the student's classes and notify his/her classmates in person.
11. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
12. Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
13. Make arrangements with the family to remove the student's personal belongings from the school.
14. Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

1. Contact the District's Crisis Team
2. Allow students who wish to meet in the counseling office or other appropriate places to do so.
3. Encourage students to report any other students who might need assistance.
4. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound impact on students and staff alike.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
2. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

3. If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
4. Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
5. Meet with frontline staff/crisis team as soon as possible so that everyone understands the response plan.
6. Determine whether additional resources are needed and make appropriate requests.
7. Develop a plan for notifying students and sharing information about the availability of support services. Do not use the public address system.
8. Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
9. Facilitate classroom and small group discussions for students.
10. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
11. Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
12. Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
13. Thank all those who assisted.
14. Continue to monitor staff and students for additional supportive needs.

HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS

1. Call 911. Provide all known essential details of the situation:
2. Number of hostage takers and description
3. Type of weapons being used
4. Number and names of hostages
5. Any demands or instructions the hostage taker has given
6. Description of the area
7. Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
8. Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
9. Secure exterior doors from outside access.
10. When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
11. Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
12. Identify media staging area, if appropriate. Implement a hotline for parents.
13. Account for students as they are evacuated.
14. Provide recovery counseling for students and staff.

STAFF ACTIONS:

1. If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
2. Alert the principal/site administrator.
3. Account for all students.

INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Initiate LOCKDOWN.
2. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
"What can we do to make this better?"
"I understand the problem, and I am concerned."
"We need to work together on this problem."
3. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of the intruder.
4. Keep subject in view until police or law enforcement arrives.
5. Take measures to keep subject away from students and building.
6. Designate an administrator or staff member to coordinate with public safety at their command post; provide a sitemap and keys to public safety personnel.
7. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
8. Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

1. Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
2. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
3. Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting the head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Keep the individual under continuous adult supervision.
2. Keep the individual on campus until parent/guardian has been notified.
3. Arrange appropriate support services for the necessary care of the individual.
4. If the individual actively displays dangerous behavior or there is a reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
5. School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
6. Provide parents/guardian with the names and phone numbers of mental health resources
7. Recommend that the parents make an immediate contact with a therapist.
8. Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
9. Make a follow-up check with the treating agency, family, and student as appropriate, to ensure that appropriate care has been arranged.
10. Provide follow-up collaborative support for the student and parents (as indicated) within the school
11. Develop a safety plan prior to the student's return to school.

12. Document actions are taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

1. Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
2. Notify principal/site administrator.
3. Notify school nurse, school psychologist, counselor or social worker.
4. Protect individual from injury.

SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- rape
- vaginal, anal, or oral penetration
- attempted rape
- sexual intercourse that is not wanted
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call 911 if the assault is physical.
2. Close off the area to everyone.
3. Assign a counselor/staff member to remain with the victim.
4. Review possible need for a LOCKDOWN until circumstances surrounding the incident are known.
5. Notify victim's family.
6. If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
7. The police will coordinate the collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
8. Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
9. Coordinate statements to media, families, and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

1. Determine if immediate medical attention is needed. If so, call 911.
2. Isolate the victim from activity related to the incident.
3. Avoid asking any questions except to obtain a description of the perpetrator.

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered. Staff should immediately contact a member of the Risk Assessment Team and follow designated protocols.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call an ambulance in event of overdose or injury requiring medical attention.
2. Call 911 if immediate threat exists to the safety of the student or others.
3. Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming

self. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

4. Cancel all outside activities.

5. Determine if the student's distress appears to be the result of a parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.

6. If allegations warrant, refer the student to Child Protective Services. Contact parents/guardians and inform them of actions taken.

7. Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

1. Inform the Principal of what was written, drawn, spoken and/or threatened.

2. Move other students away from the immediate area, but remain with the troubled student until assistance arrives.

3. Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.

4. Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

- Is the individual moving towards violent action?
- is there evidence to suggest movement from thought to action?

High violence potential qualifies for arrest or hospitalization.

Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

2. Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of the incident and school response actions.

3. Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.

4. Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

6. Facilitate a meeting with the student(s) and family to review expectations.

7. Facilitate a staff meeting to review plans for keeping the school safe. Enlist the support of community service providers.

STAFF ACTIONS:

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

2. Inside the classroom, institute LOCKDOWN. Close all curtains and blinds.

3. Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.

4. Remain with students until ALL CLEAR is given.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. Isolate suspected contaminated food / water to prevent consumption. Restrict access to the area.
3. Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
4. Provide list of potentially affected students and staff to responding authorities.
5. Provide staff with information on possible poisonous materials in the building.
6. Notify District Superintendent of situation and number of students and staff affected.
7. Confer with Department of Health and Human Services before the resumption of normal school activities.
8. Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

1. Notify principal / site administrator.
2. Call the Poison Center Hotline 1-800-222-1222.
3. Administer first aid as directed by poison information center.
4. Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

1. Keep poisonous materials in a locked and secure location.
2. Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
3. Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Unlawful Demonstration or Walkout

In order for students to remain safe during student protests and threats of protests, different levels of strategies need to be in place. It is important that as adults we avoid a combative position with students if at all possible. Protesting is every student's right. As adults we need to provide them with guidance on how to become effectively proactive to effect the change they desire.

PRINCIPAL / SITE ADMINISTRATOR ACTIONS:

1. Quickly research the issue via news articles, internet, legislation reviews, and interviews with key staff, law enforcement and students to better understand their perspectives.
2. Develop talking points to help others understand the issue and how to support the students to find a positive outlet for their protest.
3. Involve local law enforcement in your plan and strategy so they understand your intent and collaborate with you. Provide talking points to teachers and staff regarding the legislation.
4. Identify vocal student leaders, and inform them where they may convene for a meeting to express their concerns, and brainstorm ideas.
5. Identify key teachers who have a positive rapport with many students to assist in facilitating student forums.
6. Provide a well-supervised forum (an opportunity to convene) for student leaders to express concerns, and brainstorm options that would appropriately benefit their goals of protest.
7. Establish an atmosphere of respect for all in the forum.
8. Convene some members of the community and agency members, including law enforcement who are student friendly and experienced, to support their efforts toward developing a plan and activities that would include appropriate methods of protest with the greatest efficacy.
9. Provide highly visible law enforcement presence on and around campus throughout the day.
10. Provide communication to parents via letter or newsletter, and utilize the media and the school marquee to inform members of the surrounding community, parents and other stakeholders of efforts to address this issue.

STAFF ACTIONS:

It is important that adults utilize these difficult times as opportunities for teachable moments. This is the time to demonstrate to students that the education offered is connected and relevant to their realities. The following are several suggestions how teachers can assist students to be proactive and positive in the pursuit of their objectives:

1. Inform all students of the cost to schools (ADA) when they leave campus, and how that cost affects student programs
2. Encourage students to collaborate with existing student groups and clubs in order to strengthen their efforts
3. Suggest that students may research adult groups such as unions, political groups, and others that support their efforts by taking a political stand with them
4. Remind students that they may support a campaign through letter writing, phone calling, faxing, and emailing to local, state, and federal representatives encouraging them to support their issue
5. Encourage students to develop meetings during lunch, and after school to educate other students on their issue (include speeches, music, poetry, and pamphlets)
6. Remind students that violent demonstrations, blocking traffic or harming businesses may influence public opinion to adversely affect their cause
7. Encourage students to develop theater/drama pieces to be performed in the school and community to raise awareness about their issue
8. Suggest that students might develop websites, write letters to the editor of newspapers, and write blogs to inform others about their issue
9. Teach students that they have a powerful voice that can effect a change, and to develop all their activities in the spirit of great leaders such as Cesar Chavez, Martin Luther King Jr., and Mahatma Gandhi

In case students are threatening to walk out of school during school hours and you do not plan on stopping them from leaving:

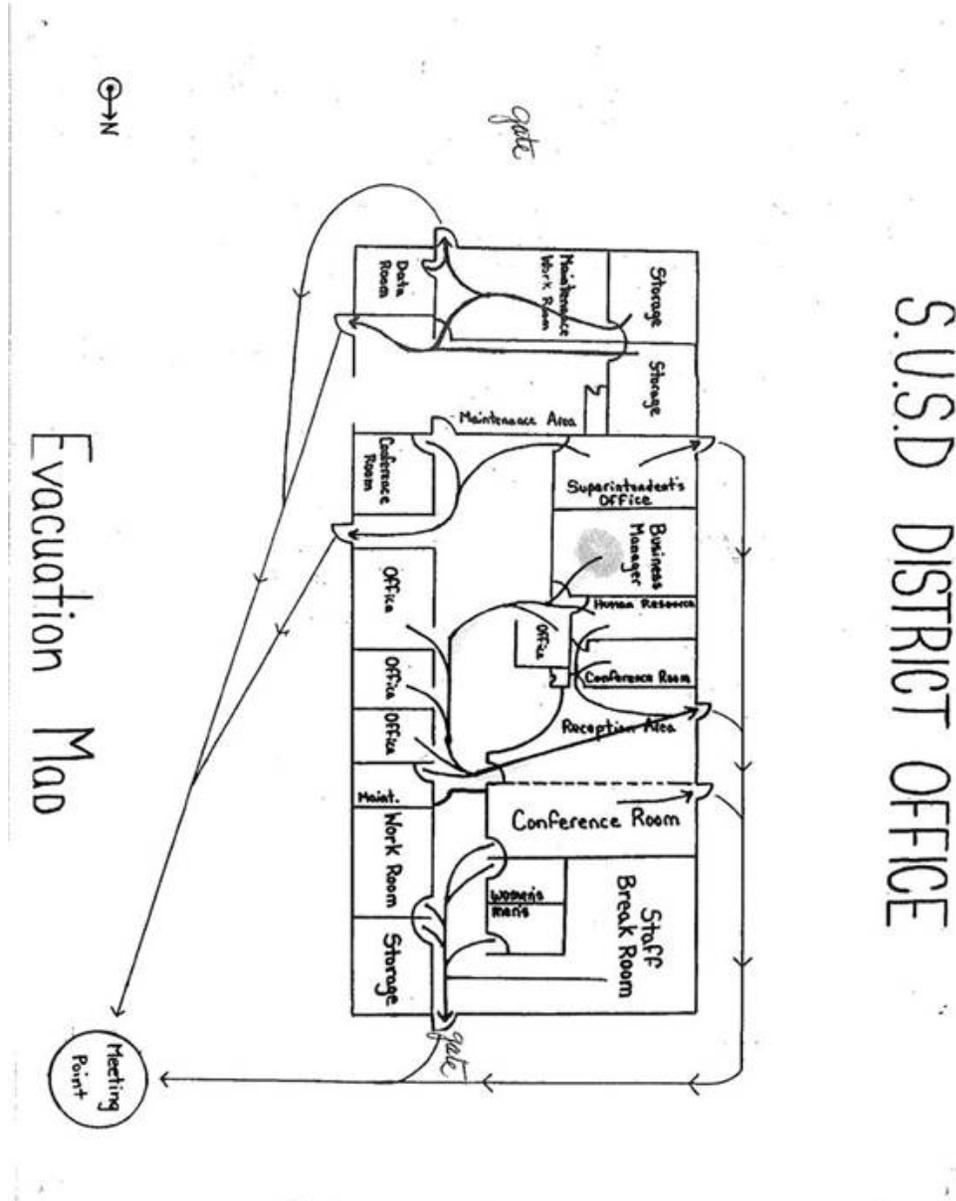
- Plan a safe route with law enforcement
- Work with student leaders on safety issues
- Remind students they still may face school discipline issues and/or legal issues
- Video tape students leaving

In case students are threatening to walk out of school during school hours and you will not allow them to go:

- Place school under general lockdown
- Inform students that they will only be allowed to walk from class to class during passing periods
- Inform students that there will be a meeting after school where they will be able to discuss the issues and have their voice heard
- Provide for guest speakers to come in to discuss appropriate ways to protest

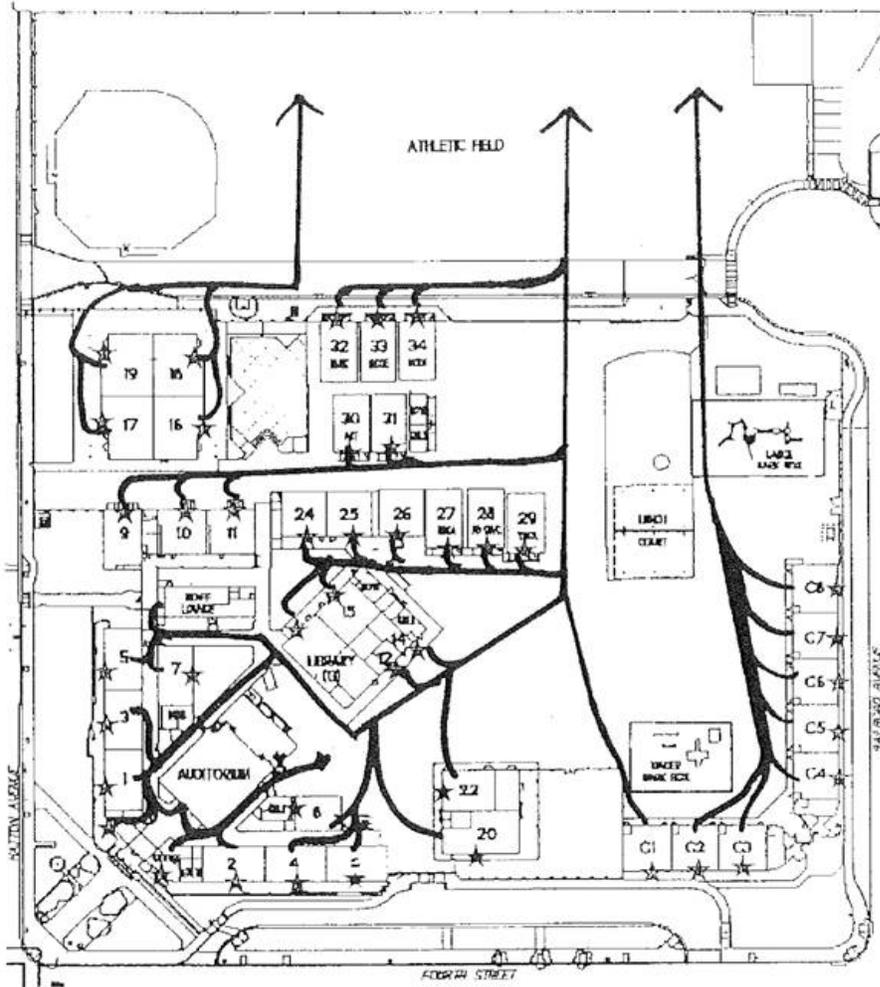
In case you are unable to stop a walk out during school hours, meet with local law enforcement to provide the most peaceful walkout possible under the circumstances.

Emergency Evacuation Map



SPRECKELS ELEMENTARY SCHOOL Emergency Evacuation Map

POST IN ROOM

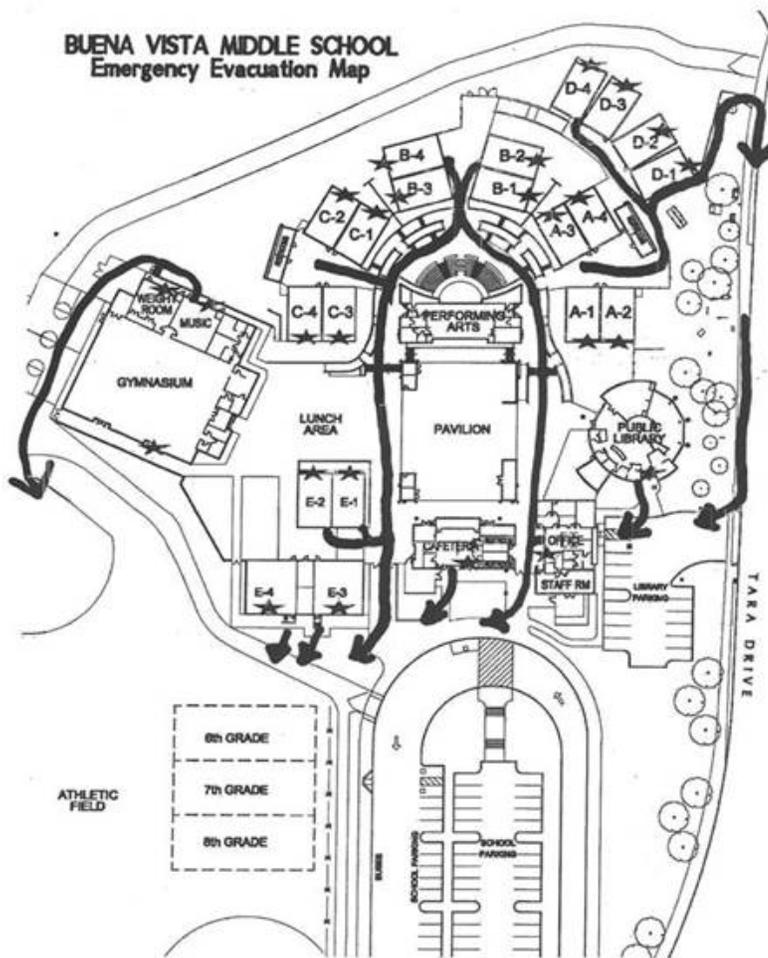


★ = location of green/red placard
 (Green=all students and staff accounted for;
 Red=missing or extra students and/or staff for any reason)

Post in Room

updated 10/12/15

**BUENA VISTA MIDDLE SCHOOL
Emergency Evacuation Map**



★ = location of green/red placard
 Green=all students and staff accounted for;
 Red=missing or extra students and/or staff
 for any reason-including absences

Additional Resources

Additional Resources

Agency	Contact Number	Website
School Law Enforcement Partnership (SLEP)	916-445-8441	
California Department of Education	916-319-0800	www.cde.ca.gov
Office of the Attorney General		www.ag.ca.gov
California Healthy Kids Resource Center (CHKRC)	510-670-4583	www.californiahealthykids.org
<i>Getting Results: Update 4</i>		www.gettingresults.org
California School Resource Officers Association (CSROA)		www.csroa.org
2-1-1 Information and Referral Research	2-1-1	www.211.org
Association of School Administrators (ACSA)	800-290-2272	www.acsa.org
AdvancePath Academics	877-828-2692	www.advancepath.com
Alcoholic Anonymous		www.aa.org
Boys & Girls Town National Abuse Hotline	800-448-3000	www.boystown.org
California AIDS/HIV Hotline	800-367-2437	www.AIDSHotline.org
California Association of Pupil Personnel Administrators (CAPPA)	760-416-6029	www.cappaonline.net
California Association of Supervisors of Child Welfare and Attendance (CASCWA)		www.cascwa.org
California Conservation Corps	800-952-5627 909-594-4206	www.ccc.ca.gov
California Department of Developmental Services Regional Centers	916-654-1690	www.dds.ca.gov
California Department of Mental Health	800-445-4171	www.cdph.ca.gov

Agency	Contact Number	Website
California Department of Social Services Child Protective Services	See Individual Counties	www.childsworld.ca.gov
California Legal Aid Society	800-952-5210	www.dca.ca.gov
California School Boards Association (CSBA)	800-266-3382	www.csba.org
California Smokers Helpline	800-662-8887 800 NO BUTTS	www.californiasmokershelpline.org
California State PTA	916-440-1985	www.capta.org
California Youth Crisis Line	800-843-5200	www.youthcrisisline.org
CalWORKS	877-481-1044	www.calworks.org
Court Appointed Special Advocates (CASA)	800-628-3233	www.nationalcasa.org
Department of Motor Vehicles (DMV)	877-487-2778 310-575-5700	www.dmv.org
Federal Emergency Management Agency (FEMA)	800-621-FEMA 800-621-3362	www.FEMA.org
FEMA for Kids		www.fema.gov/kids
General Educational Development Testing Services (GED) Hotline	800-626-9433	www.gedtest.org
Head Start	866-763-6481	www.acf.hhs.gov
Homeless Liaison at CDE	916-319-0383	www.cde.ca.gov
Job Corps	800-733-JOBS	www.jobcorps.org
Medi-Cal	916-552-9200	www.dhcs.ca.gov
National Center for Missing and Exploited Children Hotline	800-843-5678 800-THE LOST	www.missingkids.com
National Center for Victims of Crime	800-394-2255	www.ncvc.org
National Child Pornography Tip Line	800-843-5678	www.cybertipline.com
National Council on Problem Gambling	800-426-2537	www.ncpgambling.org
National Domestic Violence Hotline	800-799-7233	www.ndvh.org
National Eating Disorder Association (NEDA)	800-931-2234	www.nationaleatingdisorders.org
National Runaway Switchboard	800-RUN AWAY	www.1800RUNAWAY.org

Agency	Contact Number	Website
National Suicide Prevention	800-273-TALK 800-SUI-CIDE	www.suicideprevention.org
National Youth Gang Center	850-385-0600	www.iir.com/nygc
Parent Project	800-372-8886	www.parentproject.com
Parents Anonymous	909-621-6184	www.parentsanonymous.org
Planned Parenthood	916-446-5247	www.plannedparenthood.org
Pregnancy Hotline	800-395-HELP 800-395-4357	www.pregnancycenters.org
Readiness and Emergency Management for Schools Technical Assistance Center		http://rems.ed.gov/
Social Security Administration	800-772-1213 909-383-5776	www.socialsecurity.gov
U.S. Department of Health and Human Services & Substance Abuse and Mental Health Services (SAMHSA)	800-729-6686	www.ncadi.samhsa.gov

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS						DID MANDATED REPORTER WITNESS THE INCIDENT?		
		REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE				
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY						
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)								
		ADDRESS				City	Zip	DATE/TIME OF PHONE CALL		
C.	VICTIM	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS				City	Zip	TELEPHONE		
		PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE		
		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME				
		<input type="checkbox"/> YES	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:				TYPE OF ABUSE (CHECK ONE OR MORE)			
		<input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> PHYSICAL	<input type="checkbox"/> MENTAL	<input type="checkbox"/> SEXUAL	<input type="checkbox"/> NEGLECT
		<input type="checkbox"/> NO	<input type="checkbox"/> GROUP HOME OR INSTITUTION	<input type="checkbox"/> RELATIVE'S HOME	<input type="checkbox"/> OTHER (SPECIFY)	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN				
D.	INVOLVED PARTIES	NAME		BIRTHDATE	SEX	ETHNICITY				
		1. _____		3. _____						
		2. _____		4. _____						
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS				City	Zip	HOME PHONE	BUSINESS PHONE	
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS				City	Zip	HOME PHONE	BUSINESS PHONE	
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
E.	INCIDENT INFORMATION	DATE / TIME OF INCIDENT						PLACE OF INCIDENT		
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		
	Other Information:	



Homeland
Security



BOARD OF TRUSTEES SPECIAL MEETING - Jan 15 2026 Minutes

Thursday, January 15, 2026 at 4:30 PM

District Office, Board Room

1. Opening Business

1.1 Call Public Session to Order

1.2 Roll Call

Chris Hasegawa, President - **ABSENT**

Stephanie McMurtrie Adams, Vice President

Peter Odello, Clerk

Frank Devine, Member

Roseanna Guerrero, Member

Administration: Eric Tarallo, Bernard Bruchette, Jennifer

Pollock, Amanda O'Hara, Christina Sierra-Jones

- See attached sign in sheet

1.3 Pledge of Allegiance

1.4 Adoption of Agenda

MOTION TO APPROVE THE AGENDA

BY: FRANK DEVINE

SECONDED BY: PETER ODELLO

AYES 4 NOES: 0 ABSENT: 1

1.5 Individuals desiring to address the board (items both on/not on the agenda)

1.6 Bargaining unit presentations (five minutes for each):

1. Spreckels Teachers Association
2. California School Employees Association

2. Business

2.1 Budget Study Session

[2025-26 Budget Study Presentation.pdf](#) 

The board, and those in attendance discussed ways to increase revenues and decrease costs going into another year of deficit spending.

Some examples discussed were:

- Freezing vacant positions
- Increasing cost of transportation
- Creating programs to entice more students to our district
- Reviewing list of technology costs for programs - ensure they are being used/needed
- Looking into ways to save on insurance costs

Action

None

3. Adjournment

MOTION TO ADJOURN MEETING AT 5:45 P.M.

BY: FRANK DEVINE

SECONDED BY: PETER ODELLO

AYES 4 NOES: 0 ABSENT: 1

1/15/2026 BOARD MEETING APPROVAL DATE FEBRUARY 19, 2026

Peter Odello

Clerk, Board of Trustees Spreckels Union School District

Date: 1/15/2026 - Budget Study Session

Spreckels Union School District
Board of Trustees Meeting
Public Attendance

THANK YOU FOR COMING. PLEASE PRINT YOUR NAME AND SIGN IN. SIGN IN IS VOLUNTARY
AND ALL PERSONS MAY ATTEND THE MEETING WHETHER OR NOT THEY SIGN.

	<u>Print Name</u>	<u>Sign</u>
1	HEATHER BRADDA	[Signature]
2	Ryan O'Connell	[Signature]
3	Alisha Ball	[Signature]
4	Jennifer Peier	[Signature]
5	Laura Viarengo	[Signature]
6	Stephanie Owens	[Signature]
7	Jennifer Buttschaw	[Signature]
8	C. Whitaker	[Signature]
9	K. Szasny Jones	[Signature]
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2025-26 Budget Brainstorm

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January 15, 2026



Multi-Year Projections

	2025-26	2026-27	2027-28
TOTAL REVENUES	\$12,873,715	\$ 12,502,253	\$ 12,562,099
TOTAL EXPENDITURES	\$ 13,866,515	\$ 13,506,163	\$ 13,606,842
CHANGE IN FUND BALANCE	\$ (992,800)	\$ (1,003,910)	\$ (1,044,743)
BEGINNING BALANCE	\$ 8,712,187	\$ 7,719,387	\$ 6,715,478
PROJECTED ENDING BALANCE	\$ 7,719,387	\$ 6,715,478	\$ 4,723,850.00
Components of the Ending Fund Balance			
Revolving Cash	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Restricted Reserves	\$ 946,884	\$ 946,884	\$ 946,884
Required Reserve for Economic Uncertainties (4%)	\$ 554,661.00	\$ 540,300.00	\$ 544,299.00
Assigned Reserves	\$ 6,215,342.00	\$ 5,225,793.00	\$ 4,177,051.00
Unassigned/Unappropriated Amount	\$ -	\$ -	\$ -
Fund Balance Assigned Percentage	44.82%	38.69%	30.70%



Enrollment Issue

Per Student LCFF

2025-26: \$12,134

2026-27: \$12,263

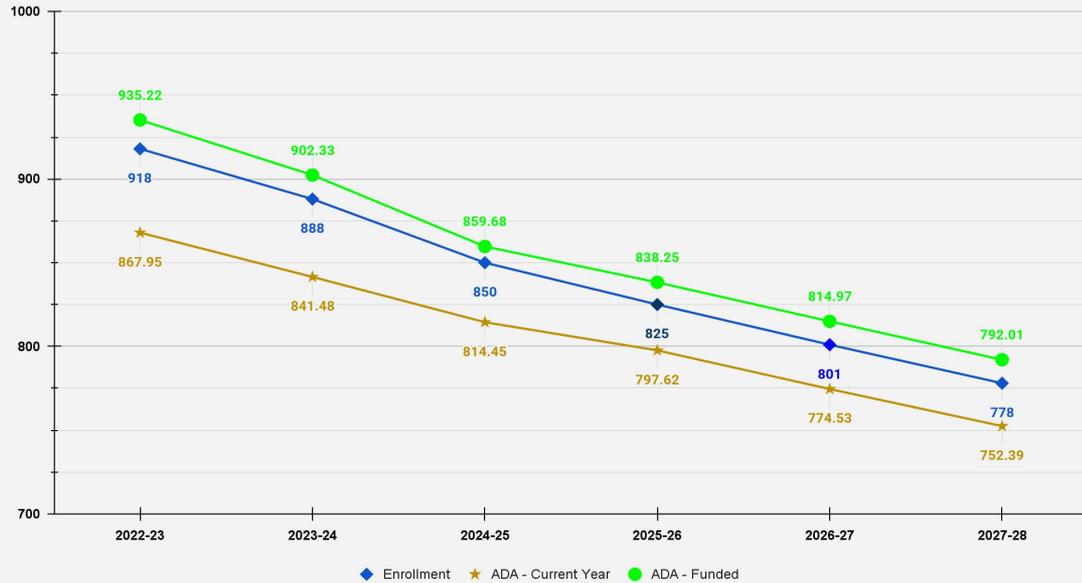
Loss of 24:
(\$294,312)

2027-28: \$12,692

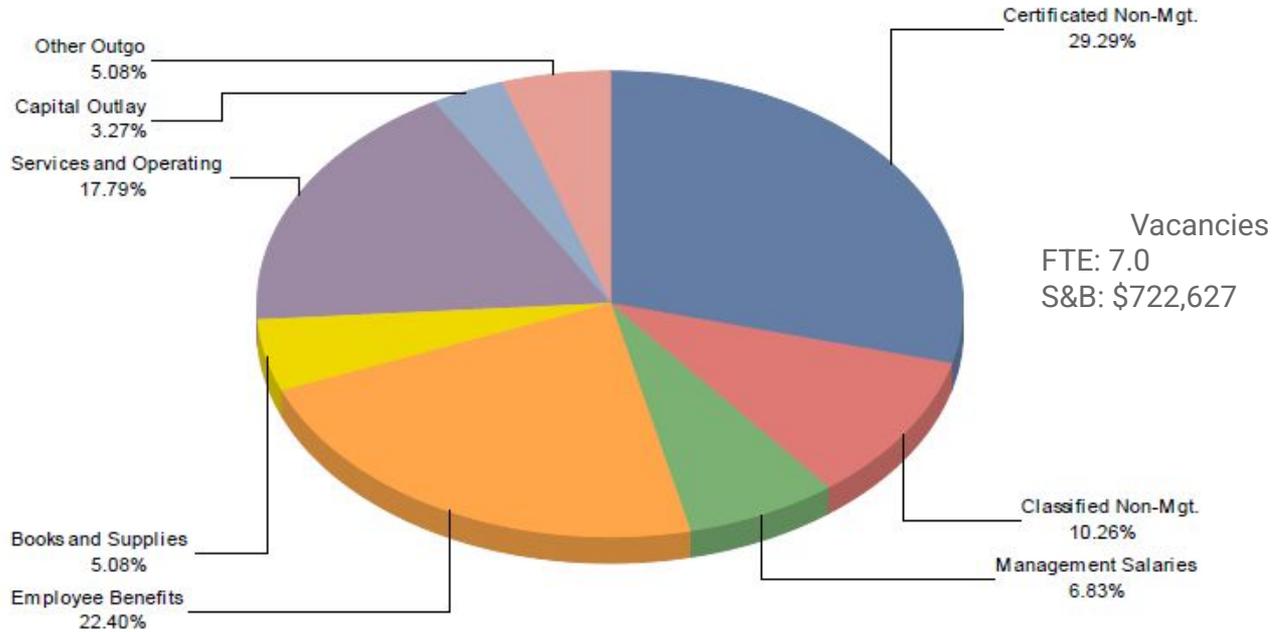
Loss of 23:
(\$291,916)

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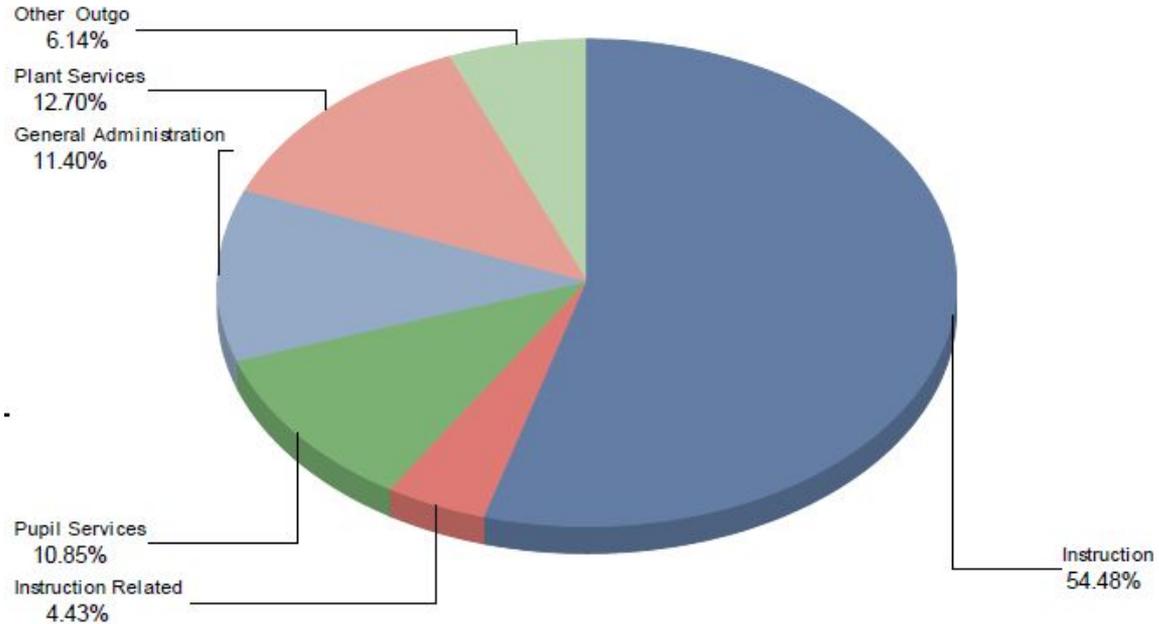
Enrollment, ADA - Current Year and ADA - Funded



Expenditure Analysis



Expenditure Analysis by Function



Key Challenges

- Relatively flat revenues
 - Enrollment Uncertainty
 - Economic Uncertainty
 - Loss of One-Time funds
- Expenses Outpacing COLAs
 - Healthcare
 - Services
 - Encroachment of Restricted Programs
- Increased Compliance
- Recruitment/Retention
- Program Effectiveness & Efficiency





BOARD OF TRUSTEES MEETING - Jan 15 2026 Minutes

Thursday, January 15, 2026 at 7:00 PM

District Office, Board Room

1. Opening Business

1.1 Call Public Session to Order

1.2 Roll Call

Chris Hasegawa, President - **ABSENT**

Stephanie McMurtrie Adams, Vice President

Peter Odello, Clerk

Frank Devine, Member

Roseanna Guerrero, Member

Administration: Eric Tarallo, Bernard Bruchette, Jennifer

Pollock, Amanda O'Hara, Christina Sierra-Jones

- See attached sign in sheet

1.3 Disclosure of item(s) to be discussed in closed session

1. Conference with labor negotiators: Provide direction to district negotiators regarding negotiations with:

a. California School Employees Association

b. Spreckels Teachers Association

c. Unrepresented employees

(Management/supervisory/confidential)unit

2. Public Employee

discipline/dismissal/release/complaint

3. Liability Claims and Potential Litigations

1.4 Public Comment on Closed Session Items

MOTION TO ADJOURN TO CLOSED SESSION

BY: FRANK DEVINE

SECONDED BY: PETER ODELLO

AYES 4 NOES: 0 ABSENT: 1

2. Closed Session, 6:45 p.m. - 6:55 p.m.

The Board of Trustees will meet to consider matters appropriate for closed session in accordance with Government Code Sections 3549.1, 54956.7 through 54957.7 and Education Code Section 35146.

Note: In the event that all closed session items listed have not been discussed in the time allotted, the closed session will reconvene at the end of open session

MOTION TO RECONVENE TO OPEN SESSION

BY: PETER ODELLO

SECONDED BY: FRANK DEVINE

AYES 4 NOES: 0 ABSENT: 1

3. Reconvening to Open Session

3.1 Pledge of Allegiance

3.2 Adoption of Agenda

MOTION TO APPROVE THE AGENDA

BY: PETER ODELLO

SECONDED BY: FRANK DEVINE

AYES 4 NOES: 0 ABSENT: 1

3.3 Announcement of action(s) taken in closed session (if any)

The board gave direction to staff regarding the following:

- Negotiations
- Employee discipline

3.4 Recognition

- Bright Futures Bright Spot Recipient

3.5 Individuals desiring to address the Board (items not on the agenda)

- Crissy Whitcher

3.6 Individuals desiring to address the Board (specific agenda items)

3.7 Bargaining unit presentations (five minutes for each):

1. Spreckels Teachers Association
2. California School Employees Association

3.8 Board member comments

3.9 Oral and written communications

3.10 Reports

1. Superintendent
2. Buena Vista Middle School principal
3. Spreckels Elementary School principal
4. SUEF, PTO, BVBC representatives

4. Business

Information

4.1 Program Updates

1. Facilities
2. Food Service
3. Transportation
4. Technology
5. Special Education

4.2 [2025-26 December Fund Balance Report.pdf](#) 

4.3 [2024-25 Audit Report.pdf](#) 

4.4 [Calpads Fall 1 Certification.pdf](#) 

4.5 Interdistrict Transfers

- [2025-26 SUSD Interdistrict Transfer Summary.pdf](#) 
- [SUSD ID Outbound Application.pdf](#) 
- [Initial Form - Requesting Transfer.pdf](#) 
- [Letter of Condition 2026-27.pdf](#) 
- [Employment Verification Form.pdf](#) 
- [Child Care Verification Form.pdf](#) 
- [SCESD ID Application.pdf](#) 

Action

4.6 [2025-26 12 Board Resolution - Authorized Signers Amended.pdf](#) 

MOTION TO APPROVE BY ROLL CALL VOTE 2025-26 12 BOARD RESOLUTION - AUTHORIZED SIGNERS AMENDED

BY: PETER ODELLO

SECONDED BY: FRANK DEVINE

AYE FRANK DEVINE

AYE ROSEANNA GUERRERO

ABSENT CHRIS HASEGAWA

AYE STEPHANIE MCMURTRIE ADAMS

AYE PETER ODELLO

5. Curriculum/Instruction

Information

5.1 Bullying Prevention Update

5.2 Curricular Focus

- Positive Behavior Interventions and Supports-Amanda O'Hara

Action

- None

6. Personnel

Information/Action

- None

7. Administration

Information

7.1 Committees Update

7.2 2025-26 Board of Trustees directory, meeting calendar and master agenda calendar

- [2025-26 Agenda Master Calendar.pdf](#) 
- [2026 Board Directory and Meeting calendar.pdf](#) 

7.3 [Board Protocols Review 01-15-2026.pdf](#) 

7.4 Annual Records Retention Policy Review

- [Policy 3580 District Records.pdf](#) 
- [Regulation 3580 District Records.pdf](#) 

7.5 [Non-Williams Uniform Complaints Quarterly Report - January.pdf](#) 

Action

7.6 [First Read November 2025 guidesheet.pdf](#) 
MOTION TO APPROVE FIRST READ NOVEMBER 2025 GUIDESHEET

BY: FRANK DEVINE
SECONDED BY: PETER ODELLO

AYES 4 NOES: 0 ABSENT: 1

8. Consent Items

All items under the consent agenda may be discussed and considered separately or may be entered under one motion and action or individually at the Board’s prerogative

Approval of board meeting minutes

- 8.1 [12.18.2025 Board Minutes.pdf](#) 

Business

- 8.2 [December 2025 Board Report of Checks.pdf](#) 

- 8.3 Contracts
 - None

- 8.4 Donation Listing
 - None

- 8.5 Surplus Inventory
 - None

- 8.6 Personnel
 - Public Resignation/Retirement/Termination

Name	Assignment	Effective Date
------	------------	----------------

None

- Public Employment

Name	Assignment	Effective Date
------	------------	----------------

None

MOTION TO APPROVE CONSENT ITEMS

BY: FRANK DEVINE

SECONDED BY: PETER ODELLO

AYES 4 NOES: 0 ABSENT: 1

9. Future Agenda Items

February 19th board meeting, District Office @7:00pm

- Subsequent Master Agenda Calendar
- Period One Attendance Report
-

10. Adjournment

MOTION TO ADJOURN AT 8:15PM

BY: PETER ODELLO

SECONDED BY: ROSEANNE GUERRERO

AYES 4 NOES: 0 ABSENT: 1

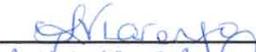
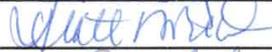
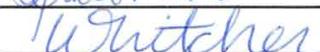
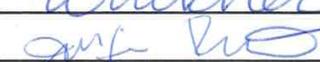
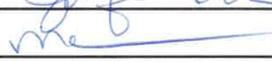
1/15/2026 BOARD MEETING APPROVAL DATE FEBRUARY 19, 2026

Peter Odello
Clerk, Board of Trustees Spreckels Union School District

Date: 1/15/2026 - Regular board meeting

Spreckels Union School District
Board of Trustees Meeting
Public Attendance

THANK YOU FOR COMING. PLEASE PRINT YOUR NAME AND SIGN IN. SIGN IN IS VOLUNTARY
AND ALL PERSONS MAY ATTEND THE MEETING WHETHER OR NOT THEY SIGN.

	<u>Print Name</u>	<u>Sign</u>
1	Laura Viarengo	
2	HATTEN BRADEN	
3	C. Witcher	
4	Jennifer Rutshaw	
5	Michelle Christmore	
6	Ryan O'Connell	
7	Christina Sierra-Jones	
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SPEAKER REQUEST FORM

Members of the public are welcome to participate in the meetings of the Board. If a member of the public desires to address the Board, that individual needs to complete a speaker request form and indicate if the specific agenda item that they wish to address, or if the item is for general public comment on any item within the subject matter jurisdiction of the Board.

Comments on all topics, both those on the agenda and those not on the agenda, will be made at the beginning of the meeting during the time designated for "**Individuals desiring to address the Board.**" General public comments will generally be heard first, followed by comment on specific agenda items. The Board President may limit the time of presentation to three minutes per speaker, per subject, and a maximum of twenty minutes for each subject matter. No action may be taken by the Board on matters not on the agenda unless Government Code 54954 is evoked by the Trustees.

Please note that the Board and Administration cannot respond to public comments or answer questions during this time. Appropriate follow up will take place after the meeting if necessary.

Name Crissy Whitcher
Topic BV Leadership
Board Meeting Date 1.15.20



Spreckels USD DELAC

Coffee, Community, Conversation
Wednesday - December 10, 2025
Room 1 - Spreckels School
8:30 am

Table of Contents



1

Guest Speaker

Disaster Preparedness
Other Services Available

2

Pathway to Biliteracy

Background
Awards
Survey

3

Equity Cmte

Parent Learning Night

4

ELPAC update

Interims
New Curriculum
Intervention
Reclassification Celebration



Welcome!

Introductions

DELAC

District English Language Advisory Committee

- Provide support for our Multilingual Learner community.
- Gives input and makes recommendations regarding the EL program.
- Make recommendations about the use of EL funds and the selection of instructional materials.
- Parents of English Learners are encouraged to join this committee, but all parents are welcome.



01

Special Guest

Maria Zarate

Adriana Santana (831) 740-7524

Alejandra Ruiz (408) 831-2842

Mujeres en Accion (Women in Action).

Speakers on disaster preparedness and other available services.





02

Pathway to Biliteracy

Tk - 12th
Across districts

Awesome Words

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart.”

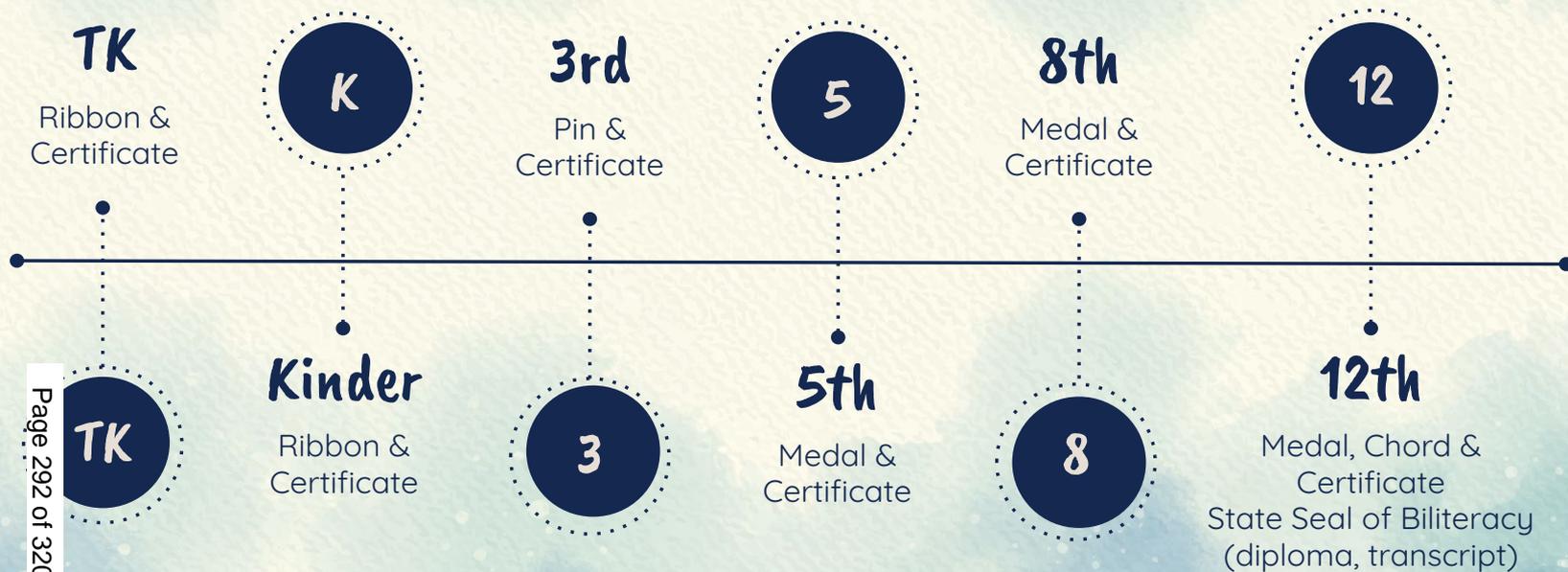
—Nelson Mandela





The Biliteracy Pathway Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English.

Proposed Pathway to Biliteracy - SUSD



What's the difference?



Biliteracy Pathway Recognitions

- Recognitions provided to students in preschool through middle school **on the path toward developing biliteracy.**
- Used to **motivate students** to pursue the State Seal of Biliteracy upon high school graduation.



State Seal of Biliteracy

- Marked by a gold seal on the diploma and/or transcript.
- Recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

Home Language Development Recognition

This may be awarded to any student who is continuing to develop the home language outside of school.

This recognition may be awarded to any student with a home language other than or in addition to English including newcomers, English learners at all levels of proficiency, reclassified students, or initially fluent English proficient students.



Home Recognition Pathway Survey

Tk-5 survey

6-8 survey

District survey



03

Equity Cmte

Parent Learning Night



Parent Learning Night - suggestions



Community Partners

- Migrant Ed
- Local colleges
- Library programs
- Mental health partners
- Cultural community organizations



How School Works in 2025

- Understanding grading
- Understanding ELD & interventions
- What is MTSS?
- How to read state test scores
- What equity *actually* means in our district



Family Conversations

- Family heritage maps
- “What matters most to your family?” sticky wall
- Language pride table (write your name in your home language)
- “Our Community Values” board



Other ideas? ...





04

ELPAC update

Interims
New Curriculum
Intervention
Reclassification Celebration

ELD updates

Interims

Will begin in January



Intervention / ELOP

Flood the Grade
ELOP - math

New Curriculum

TCM

Reclassification

February 2026



Important Dates

Winter Break

December 22 -
January 6

February

Reclassification
Celebration - check
calendar

January

- Re-assessing of intervention groups
- No School - January 19

February Break

February 16 -
February 20

Questions?

Questions, Comments, Concerns



Thanks

How do you feel about this time?



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics & images by **Freepik**

Please keep this slide for attribution

Thanks ...

Jane Doe

Here you could describe
your team member

Joseph Smith

Here you could describe
your team member

Nick Bender

Here you could describe
your team member



Alternative Resources



Desired Outcomes: PBIS

SY 25-26 Referral Data (12/23/2025)

- 3 bully issues
- 3 physical altercations
- 7 classroom disruptions (after multiple warnings)
- 3 bathroom inappropriate behavior
- 2 verbal altercations with peers- profanity
- 1 disruption at lunch tables- yelling

Staff Identified Outcome Themes (1/5/2026)

- Personal Space & Physical Boundaries
- Self-Regulation & Focus
- Behavior Expectations Across School Settings
- Structured Routines & Responsibilities
- Conflict Resolution & Problem-Solving
- Consistency in Adult Response & Consequences
- Appropriate Use of Time and Space

Long-Term Goals (Year-Long / Sustained Outcomes)

Long-Term Goal 1: Improved Self-Regulation and Classroom Engagement

Students will consistently demonstrate self-regulation skills by following classroom expectations with fewer disruptions, resulting in a positive and focused learning environment.

Long-Term Goal 2: Increased Positive and Safe Peer Interactions

Students will use respectful language, maintain personal boundaries, and apply conflict-resolution strategies to reduce peer conflicts and ensure a safe school climate.

Long-Term Goal 3: Consistent Appropriate Behavior in Shared School Spaces

Students will demonstrate appropriate behavior across all settings by following established expectations.

Short-Term Goals (Immediate / 6–10 Week Outcomes)

Short-Term Goal 1: Reduce Classroom Disruptions

Within the next 8 weeks, classroom disruptions requiring multiple warnings will decrease as students demonstrate improved self-management and expected behaviors.

Short-Term Goal 2: Strengthen Conflict-Resolution Skills

Within the next 6–8 weeks, students will demonstrate use of taught conflict-resolution strategies during peer conflicts, resulting in fewer physical and verbal altercations.

Short-Term Goal 3: Improve Behavior in Bathrooms and Lunch Areas

Within the next 6–8 weeks, students will follow expectations for appropriate use of bathrooms and lunch spaces, including appropriate language, volume, and time spent.

PBIS Theme-to-Intervention Map			
PBIS Theme	Observed Need	Tier 1 Interventions	Tier 2 Interventions
Personal Space & Physical Boundaries	Students struggle with keeping hands to themselves in classrooms, lines, and bathrooms; peers feel uncomfortable or monitored by classmates.	<ul style="list-style-type: none"> • Explicitly teach “hands to self” expectations in all settings • Model expected vs. unexpected behaviors • Use visual reminders in key locations 	<ul style="list-style-type: none"> • Small-group reteaching • Social skills practice with role play • Check-in/check-out for frequent offenders
Self-Regulation & Focus on Self	Students focus on correcting peers rather than managing their own behavior; classroom climate impacted.	<ul style="list-style-type: none"> • Teach self-monitoring strategies (e.g., “Am I following expectations?”) • Class discussions about responsibility vs. tattling • Reinforce positive self-management 	<ul style="list-style-type: none"> • SEL groups focused on self-regulation • Individual goal-setting with feedback
Clear Behavior Expectations Across Settings	Inconsistent behavior in bathrooms, playground, lunch, and transitions.	<ul style="list-style-type: none"> • Post schoolwide expectations for each setting • Pre-correct before transitions • Use consistent language across staff 	<ul style="list-style-type: none"> • Reteaching during problem times • Visual schedules or cue cards for students needing extra support

Structured Routines & Responsibility (TK Focus)	TK students need support with material use, clean-up, and staying in designated areas.	<ul style="list-style-type: none"> • Explicit modeling and practice of routines • Songs, visuals, and routines for clean-up • Reinforce effort and improvement 	<ul style="list-style-type: none"> • Additional adult prompts • Practice routines in small groups
Conflict Resolution & Problem-Solving	Playground conflicts are frequent; yard duty staff need support; students need skills.	<ul style="list-style-type: none"> • Teach simple conflict-resolution steps schoolwide • Practice during class meetings • Common language for problem-solving 	<ul style="list-style-type: none"> • Student conflict-resolution mentors • Targeted social skills groups
Adult Consistency & Response to Behavior	Staff desire clear consequences and consistent responses, especially for repeat behaviors.	<ul style="list-style-type: none"> • Define and communicate a clear behavior response flowchart • Staff training for consistency • Focus on reteaching vs. punishment 	<ul style="list-style-type: none"> • Behavior workshops for repeat offenders • Restorative or community service opportunities
Appropriate Use of Time & Space (Bathrooms)	Bathrooms are used too long and improperly; cleanliness is a concern.	<ul style="list-style-type: none"> • Teach bathroom expectations explicitly • Set clear time guidelines (3-5 minutes) • Visual reminders and pre-corrections 	<ul style="list-style-type: none"> • Monitoring plans for students misusing time • Scheduled bathroom breaks if needed

Staff Input:

We've noticed that second graders have a specifically difficult time keeping their hands to themselves and focusing on themselves.

Short Term:

- Students will be able to implement understanding of keeping hands to self in the bathroom.
- Students will be able to implement understanding of keeping hands to self in line.
- Students will be able to implement understanding of keeping hands to self on the carpet.

Long Term:

- Students will be able to respect the personal boundaries of others.
- A positive classroom environment is established by students not feeling policed or reprimanded by their peers.

TK Short Term Goals-

1. Lunch Time: Eating over tray
2. Recess: Keeping materials in zone

TK Long Terms Goals-

1. Recess: Putting materials away when done

Long-Term Goal:

1. More conflict resolution on the playground with yard duties.

Short-Term Goals:

- a. training for yard duties.
- b. conflict resolution mentors (students-possibly Green Team)

Long-Term Goal:

2. Clear set of consequences for undesired behaviors.

Short-Term Goals:

- a. repeat offenders attend behavior workshop
- b. community service time

Restrooms

Short term: Reduced time in the bathroom, and cleaner bathrooms with less water on the floor

Long term: Using the bathroom at appropriate times (recess, lunch, and before school) and for the appropriate amount of time (3-5 minutes)



**Spreckels Elementary
Schoolwide Expectations:**

Voice Levels

4	Outdoor
3	Presenter
2	Partner
1	Whisper
0	Silent

Expectations:



Spreckels Union School District

P.O. Box 7362
130 Railroad Ave.
Spreckels, California 93962
Tel: (831) 455-2550
Fax: (831) 455-1871
E-mail: etarallo@susd.net

Eric Tarallo, Superintendent

To: Audit File

From: Bernard Burchette, CBO

Subject: LCFF Property Tax True-Up – FY 2024–25

Date: January 13, 2026

Background

During the FY 2024-25 audit, it was identified that property tax revenues received exceeded original estimates and LCFF entitlement. While the District received the appropriate cash, the offsetting accounting entry to reduce LCFF State Aid and establish a related payable was not recorded at the time of receipt.

Financial Impact

The adjustment totaled approximately \$134,000, representing approximately 1.3% of total General Fund revenues. No cash loss or operational impact occurred.

Corrective Action Taken

Management will record prior to Second Interim reporting the appropriate journal entry to reduce LCFF State Aid and establish a payable for the excess property tax revenue. In addition, the District has implemented a formal review control to evaluate property tax apportionments and LCFF revenue at interim and year-end reporting periods.

Conclusion

This issue was limited in scope, non-fraud related, and attributable to the timing and complexity of LCFF property tax adjustments. Management believes the corrective actions implemented will prevent recurrence in future fiscal years and the audit team and County Office of Education concur.

Bernard Burchette
Chief Business Official
Spreckels Union School District

LCFF / Property Tax Review Control Checklist

Timing:

- First Interim
- Second Interim
- Year-End / Post-Audit

Steps:

1. Obtain latest property tax apportionment(s) from County Office
2. Compare actual property tax receipts to LCFF entitlement
3. Determine whether receipts exceed LCFF funding level
4. Calculate required LCFF State Aid reduction, if applicable
5. Prepare journal entry to:
 - Reduce LCFF State Aid
 - Record Due to County/State payable
6. Management review and approval documented
7. Entry posted in general ledger

January 2026 Board Report of Checks

Checks Dated 01/01/2026 through 01/30/2026						
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
0720000611	01/13/2026	JT Plumbing	01-5600	Plumbing repair/SES office		275.00
12965213	01/08/2026	Berg, Cynthia W	01-4300	Teacher budget	200.00	
			01-5200	Mileage/Aug-Dec 25	100.10	300.10
12965214	01/08/2026	Kemp, Adrienne M	01-4300	MULTI CULTURAL FAIR supplies		110.12
12965215	01/08/2026	Viarengo, Laura B	01-4300	DELAC MEETING		30.97
12965216	01/08/2026	Pollock, Jennifer	01-5200	Mileage Jul-Dec 25		53.48
12965217	01/08/2026	Tarallo, Eric D	01-4300	Staff Development		144.03
12965218	01/08/2026	All Safe Integrated Systems	01-5800	Burg monitoring 25-26		300.00
12965219	01/08/2026	Budde, Erika P.	01-5800	Translation Services		1,425.00
12965220	01/08/2026	California Water Service Co	01-5530	2025-26 Water Services-BVMS		724.72
12965221	01/08/2026	California's Valued Trust	01-3701	January 2026 Coverage	1,710.40	
			01-3702	January 2026 Coverage	753.50	
			01-9513	January 2026 Coverage	105,980.48	108,444.38
12965222	01/08/2026	California-American Water Co	01-5540	Waste Water Services		792.59
12965223	01/08/2026	CATE	01-5200	Registration for CATE Conference		390.00
12965224	01/08/2026	Central Coast YMCA	01-5800	Expanded Learning-ELOP		7,140.00
12965225	01/08/2026	Environmental Planning-Design	01-5800	Landscape planning design		3,500.00
12965226	01/08/2026	GoTo Communications, Inc.	01-5910	GoTo Connect services		1,296.33
12965227	01/08/2026	Manuel Perea	01-5800	SPED-Adaptive PE		483.00
12965228	01/08/2026	Pacific Gas & Electric	01-5510	Gas/BVMS 2025-26	793.42	
				Gas/SES 2025-26	1,622.12	
			01-5520	Electric/BVMS 2025-26	6,601.13	
				Electric/SES 2025-26	5,401.95	14,418.62
12965229	01/08/2026	Shred-it USA	01-5800	Document Shredding		124.62
12965230	01/08/2026	Tidy Carpet Cleaning	01-5800	Carpet cleaning/District Office		553.60
12965231	01/08/2026	Alfredo Ortega	25-5800	Return Developer Fee from 2019		2,796.00
12966180	01/13/2026	Carpenter, Autumn G	01-5200	DECJAN COURIER MILEAGE		50.30
12966181	01/13/2026	Towne, Heidi S	01-4300	Teacher budget		200.00
12966182	01/13/2026	Tarallo, Eric D	01-4300	Spelling Bee		199.00
12966183	01/13/2026	Associated Valuation Services, Inc	01-4300	Yellow asset tags		250.00
12966184	01/13/2026	AT&T	01-5910	Circuit 25-26		241.22
12966185	01/13/2026	California IT in Education	01-5300	CITE Privacy Services Y3of3		1,650.00
12966186	01/13/2026	Central Coast Systems	01-5800	Service call to replace control module		2,113.23
12966187	01/13/2026	CSM Consulting, Inc	01-5800	2025-26 Erate Services		1,000.00
12966188	01/13/2026	DAVGP, Inc. Salinas Valley Tire	01-5820	Bus Maintenance & Repairs		2,235.84
12966189	01/13/2026	Fagen Friedman & Fulfrost LLP	01-5810	December SPED legal		276.50
12966190	01/13/2026	FedEx	01-5930	2025-26 Shipping/Mailing		41.28

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



ReqPay12c

Board Report

Checks Dated 01/01/2026 through 01/30/2026						
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12966191	01/13/2026	Ferguson Enterprises, Inc #686	01-4300	Maintenance return	96.75-	
				Maintenance Supply	176.59	79.84
12966192	01/13/2026	Grainger	01-4300	Maintenance supplies		19.60
12966193	01/13/2026	Johnson Electronics	01-5600	Assess push bar-swipe card issue		202.50
12966194	01/13/2026	Kasavan Architects, Inc.	01-5800	Maintenance Projects		630.00
12966195	01/13/2026	Monterey County Sheriff Dept	01-5800	2025-26 Alarm Permits		31.00
12966196	01/13/2026	Ordo Inc.	13-5800	School Lunch Program 25-26		30,751.00
12966197	01/13/2026	Pebble Beach Jr. Golf	01-5800	SNAG Equipment		2,300.00
12966198	01/13/2026	RJMS Corp.	01-5800	Service Maint/Op Cart		573.60
12966199	01/13/2026	Sturdy Oil Company	01-4310	Fuel for Buses and Maintenance		1,686.27
12966200	01/13/2026	Target Pest Control, Inc	01-5570	Pest Control (Ants) 25-26		180.00
12966201	01/13/2026	The Behavior Concierge, LLC.	01-5800	SPED Student Support		18,819.00
12966202	01/13/2026	The Post Box	01-5800	2025-26 Live Scan Services		75.00
12966203	01/13/2026	Tri County Fire Protection	01-5800	Annual Fire Extinguisher Inspections		1,923.08
12966204	01/13/2026	Val's Plumbing & Heating, Inc	01-5800	Repair heater/BVMS	1,793.84	
				Service call	203.00	1,996.84
12966205	01/13/2026	Verizon Wireless Services LLC	01-5940	Cell Service 2025-26		225.48
12966206	01/13/2026	Waste Management	01-5550	Garbage Disposal 2025-26		4,047.06
12966207	01/13/2026	Whitson and Associates, Inc.	01-5800	Topographical Surveys for drainage		14,098.00
12967827	01/22/2026	O'Hara, Amanda M	01-4300	PD Breakfast		87.16
12967828	01/22/2026	Sigala, Maria E	01-4300	G1/A2		31.64
12967829	01/22/2026	Christmore, Michelle	01-4300	LCAP G4/A2		38.78
12967830	01/22/2026	Koepke, Hannah P	01-4300	Teacher budget		152.16
12967831	01/22/2026	Alvaro Venegas	01-5800	Afterschool Wellness Wednesdays		10,200.00
12967832	01/22/2026	Amazon Capital Services, Inc.	01-4300	District office supplies	65.42	
				Maintenance supplies	25.15	
				Storage bench for TK	141.36	
				The Anxious Generation	316.50	
			13-4300	Kitchen tools-SES Fd Svc	28.25	576.68
12967833	01/22/2026	AT&T	01-5910	District Office phone service	154.73	
				Spreckels phone service and SPED fax	63.65	218.38
12967834	01/22/2026	Aulenta, John A.	01-5800	Student Assessment		6,000.00
12967835	01/22/2026	Budde, Erika P.	01-5800	Translation Services		675.00
12967836	01/22/2026	Central Coast Systems	01-5800	Replace heat detector/DO		453.87
12967837	01/22/2026	DAVGP, Inc. Salinas Valley Tire	01-5800	Tires for cart & trailer		257.44
12967838	01/22/2026	Department of Justice	01-5800	Background check services		196.00
12967839	01/22/2026	Ferguson Enterprises, Inc #686	01-4300	Kitchen sink faucet-DO	100.92	

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ReqPay12c

Board Report

Checks Dated 01/01/2026 through 01/30/2026						
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12967839	01/22/2026	Ferguson Enterprises, Inc #686	01-4300	Plumbing supply	87.38	188.30
12967840	01/22/2026	Handle With Care	01-5200	Re-Cerification training		625.00
12967841	01/22/2026	Lozano Smith, LLP	01-5810	December 25 General Legal		4,082.00
12967842	01/22/2026	MIG Electric	13-5800	Install electrical circuits for kitchen		1,868.28
12967843	01/22/2026	Mission Linen Supply	13-5800	Bi-Weekly Linen service for food service		82.84
12967844	01/22/2026	Monterey Bay Office Prod., Inc.	01-5610	Copier/Printer Maint Q2		5,271.46
12967845	01/22/2026	Old Mission San Juan Bautista	01-5800	4th Grade Field Trip to Old Mission SJB		300.00
12967846	01/22/2026	Pacific Gas & Electric	01-5510	Gas/BVMS 2025-26		810.35
12967847	01/22/2026	Smith & Enright Landscaping	01-5800	2025-26 Landscape Maintenance		3,350.00
12967848	01/22/2026	Spreckels Water Company	01-5530	Water Service 25-26		1,834.58
12967849	01/22/2026	Val's Plumbing & Heating, Inc	01-5800	Repair heat in room B1		448.62
12970368	01/29/2026	Tarallo, Eric D	01-4300	Budget study session	85.01	
			01-5930	Postage	12.70	97.71
12970369	01/29/2026	Aulenta, John A.	01-5800	Student Assessment		1,500.00
12970370	01/29/2026	CSM Consulting, Inc	01-5800	2025-26 Erate Services		1,000.00
12970371	01/29/2026	EPS Operations, LLC	01-4300	Instructional Materials		486.93
12970372	01/29/2026	Gavilan Pest Control	01-5570	Pest Control 25-26		500.00
12970373	01/29/2026	Golden State Comm, Inc	01-4300	Digital Radios		23,365.63
12970374	01/29/2026	MIG Electric	13-5800	Install electrical circuits for kitchen		2,155.66
12970375	01/29/2026	Pacific Gas & Electric	01-5520	Electric/BVMS 2025-26		5,967.42
12970376	01/29/2026	San Lorenzo Lumber	01-4300	Maintenance supplies		200.02
12970377	01/29/2026	School Innovations & Achieve	01-5800	Good Governance and Program Advisory		6,700.00
Total Number of Checks					81	308,920.11

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	76	271,238.08
13	Cafeteria Fund	5	34,886.03
25	Developer Fees	1	2,796.00
Total Number of Checks		81	308,920.11
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			308,920.11

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



Memorandum of Understanding

Between
Spreckels Union School District
And
Monterey Peninsula Community College District (MPCCD)

Partner name: Spreckels Union School District
Partner Representative: Eric Tarallo
Position: Superintendent
Address: 130 Railroad Ave. Spreckels, CA. 93962
Telephone: (831) 455-2550
Email: etarallo@susd.net

Partner name: Monterey Peninsula College (MPCCD)
Partner Representative: Steve Haigler
Position: Vice President of Administrative Services
Address: 980 Fremont St.
Telephone: 831-646-4040
Email: shaigler@mpc.edu

Spreckels Union School District shall provide learning experiences for MPCCD lab students that may include observation and other activities involved in teaching in schools. MPCCD students shall be under the direct supervision and instruction of a district employee.

The Spreckels Union School District may, for good cause, refuse to accept any lab student of MPCCD, and may request that a previously accepted student be terminated from observation and activities.

“Lab student” as used herein and elsewhere in this agreement means observation and active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the Spreckels Union School District and those employees shall hold valid credentials.

A lab student may begin when the proper paperwork is complete and given to the proper authorities; this includes but is not limited to a documented negative TB test. The lab student is responsible for the costs of these items.

MPCCD agrees to defend, indemnify, and hold harmless Spreckels Union School District from and against any and all liability, loss, expense, attorney fees or claims for injury, death, or damages arising from or as a result of being negligent or intentional

acts or omissions of MPCCD in the performance of this agreement

Spreckels Union School District agrees to defend, indemnify, and hold harmless MPCCD from and against any and all liability, loss, expense, attorney fees or claims for injury, death, or damages arising from or as a result of being negligent or intentional acts or omissions of Spreckels Union School District the performance of this agreement

Spreckels Union School District may terminate this agreement at any time and for any reason by giving written notice to MPCCD of such termination and specifying the effective date thereof, at least thirty (30) days before the effective date of such termination. MPCCD may terminate this agreement at any time and for any reason by giving written notice to Spreckels Union School District of such termination and specifying the effective date thereof, at least thirty (30) days before the effective date of such termination.

The term of this Agreement shall be for a three-year term from the date of signature ("Initial Term"). This agreement can be extended by mutual consent of both parties in the form of an amendment to agreement.

Signature

date

Monterey Peninsula College

Steve Haigler

Signature Steve Haigler, VPAS

Jan 12, 2026
date

Purge Inventory February 2026

Barcode	Item	Make	Model	Serial Nun	Acquisitio	Acquisition Date	Site name	Room Number	Vendor	Useful Life	Age	Accumula	Depreciat	Salvage Value	Yearly Depreciation	Quantity
A001280	Hand Held Motorola			B4900160	\$296.00	10/22/2014	Spreckels	25	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001281	Hand Held Motorola			B4900154	\$296.00	10/22/2014	Spreckels	Music	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001282	Hand Held Motorola				\$296.00	10/22/2014	Spreckels	D016	Eden Radio	10	10.5	\$287.00	\$9.00	\$9.00	\$28.70	1
A001283	Hand Held Motorola			B4900159	\$296.00	10/22/2014	Spreckels	A003	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001284	Hand Held Motorola				\$296.00	10/22/2014	Spreckels	12	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001285	Hand Held Motorola			B4900137	\$296.00	10/22/2014	Spreckels	8	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001286	Hand Held Motorola			B4900156	\$296.00	10/22/2014	Spreckels	B010	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001287	Hand Held Motorola				\$296.00	10/22/2014	Spreckels	K022	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001288	Hand Held Motorola			B4900253	\$296.00	10/22/2014	Spreckels	G007	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001289	Hand Held Motorola			B4900258	\$296.00	10/22/2014	Spreckels	G001	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001290	Hand Held Motorola			B4900158	\$296.00	10/22/2014	Spreckels	A002	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001291	Hand Held Motorola			B490025	\$296.00	10/22/2014	Spreckels	26	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001292	Hand Held Motorola			B4900138	\$296.00	10/22/2014	Spreckels	A007	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001293	Hand Held Motorola			B4900134	\$296.00	10/22/2014	Spreckels	G002	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001294	Hand Held Motorola			B4900140	\$296.00	10/22/2014	Spreckels	K020	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001295	Hand Held Motorola			B4900255	\$296.00	10/22/2014	Spreckels	D017	EdenRadio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001296	Hand Held Motorola			B4900135	\$296.00	10/22/2014	Spreckels	G004	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001297	Hand Held Motorola			B4900254	\$296.00	10/22/2014	Spreckels	A006	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001298	Hand Held Motorola			B4900252	\$296.00	10/22/2014	Spreckels	D019	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001299	Hand Held Motorola			B4900133	\$296.00	10/22/2014	Spreckels	A001	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001300	Hand Held Motorola			B4900136	\$296.00	10/22/2014	Spreckels	Speech Therapy	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001301	Hand Held Motorola			B4900153	\$296.00	10/22/2014	Spreckels	B011	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001302	Hand Held Motorola			B4900132	\$296.00	10/22/2014	Spreckels	D018	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001303	Hand Held Motorola			B4900155	\$296.00	10/22/2014	Spreckels	G006	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001304	Hand Held Motorola			B4900152	\$296.00	10/22/2014	Spreckels	A005	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001305	Hand Held Motorola			B4900157	\$296.00	10/22/2014	Spreckels	G005	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001303	Hand Held Motorola			B4900155	\$296.00	10/22/2014	Spreckels	Eden	Eden	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001306	Hand Held Motorola			B4900251	\$296.00	10/22/2014	Spreckels	24	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A001307	Hand Held Motorola			B4900151	\$296.00	10/22/2014	Spreckels	A004	Eden Radio	6	10.5	\$287.00	\$9.00	\$9.00	\$47.83	1
A004140	Hand Held Motorola		TK-2402VI	B8810592	\$428.00	9/7/2019	Spreckels	A Office	Silke	10	6	\$244.00	\$184.00	\$21.00	\$40.70	1
A004141	Hand Held Motorola		TK-2402VI	B8810593	\$428.00	9/7/2019	Spreckels	A Office	Silke	10	6	\$244.00	\$184.00	\$21.00	\$40.70	1
A004142	Hand Held Motorola		TK-2402VI	B8810594	\$428.00	9/7/2019	Spreckels	A Office	Silke	10	6	\$244.00	\$184.00	\$21.00	\$40.70	1
A001288	Hand Held Motorola		TK-2402VI	B4900253	\$428.00	9/7/2019	Spreckels	A Office	Silke	10	6	\$244.00	\$184.00	\$21.00	\$40.70	1
A004143	Hand Held Motorola		TK-2402VI	B8810595	\$431.00	12/20/2018	Spreckels	34	Silke	10	6.5	\$266.00	\$165.00	\$22.00	\$40.90	1
A004144	Hand Held Motorola		TK-2402VI	B8810596	\$431.00	12/20/2018	Spreckels	8	Silke	10	6.5	\$266.00	\$165.00	\$22.00	\$40.90	1
A004145	Hand Held Motorola		TK-2402VI	B8810455	\$431.00	12/20/2018	Spreckels	NA	Silke	10	6.5	\$266.00	\$165.00	\$22.00	\$40.90	1
A004136	Hand Held Motorola		TK-2402VI	B8710309	\$425.00	9/7/2019	Spreckels	A Office	Silke	10	6	\$242.00	\$183.00	\$21.00	\$40.40	1
A004134	Hand Held Motorola		TK-2402VI	B8710310	\$425.00	8/27/2018	Spreckels	Aide	Silke	10	7	\$283.00	\$142.00	\$21.00	\$40.40	1
A004135	Hand Held Motorola		TK-2402VI	B7B10697	\$425.00	8/27/2018	Spreckels	Aide	Silke	10	7	\$283.00	\$142.00	\$21.00	\$40.40	1
A006178	Hand Held Hytera		HYT-BD5C	R2162420	\$300.00	9/13/2021	Buena Vista	Office	Silke	10	4	\$114.00	\$186.00	\$15.00	\$28.50	1
A006177	Hand Held Hytera		HYT-BD5C	R2162420	\$300.00	9/13/2021	Buena Vista	Office	Silke	10	4	\$114.00	\$186.00	\$15.00	\$28.50	1
A006176	Hand Held Hytera		HYT-BD5C	R2162420	\$300.00	9/13/2021	Buena Vista	Office	Silke	10	4	\$114.00	\$186.00	\$15.00	\$28.50	1
A006936	Hand Held Hytera		PD5021	R2240111	\$489.00	10/3/2022	Buena Vista	Custodial	Silke	10	2.5	\$116.00	\$373.00	\$24.00	\$46.50	1
A006940	Hand Held Kenwood		NX-1200	C2915716	\$458.00	2/16/2023	Spreckels	A Office	Silke	10	2.5	\$109.00	\$349.00	\$23.00	\$43.50	1
A006941	Hand Held Kenwood		NX-1200	C2915788	\$458.00	2/16/2023	Spreckels	A Office	Silke	10	2.5	\$109.00	\$349.00	\$23.00	\$43.50	1
A007007	Hand Held Kenwood		NX-1200	C3622515	\$458.00	2/16/2023	Spreckels	Custodial	Silke	10	2.5	\$109.00	\$349.00	\$23.00	\$43.50	1
002237SP	Hand Held Kenwood		UHF Porta	B0903297	\$347.00	10/15/2010	Buena Vista	Office	Eden	10	14.5	\$330.00	\$17.00	\$17.00	\$33.00	1
A007212	Handheld Kenwood		NX-1200D	C3720529	\$450.00	10/19/2023	Buena Vista	Office	Silke	10	1.5	\$64.00	\$386.00	\$23.00	\$42.70	1
A007213	Handheld Kenwood		NX-1200D	C3720530	\$450.00	10/19/2023	Buena Vista	Office	Silke	10	1.5	\$64.00	\$386.00	\$23.00	\$42.70	1
A007210	Handheld Kenwood		NX-1200D	C3720531	\$450.00	10/19/2023	Buena Vista	Office	Silke	10	1.5	\$64.00	\$386.00	\$23.00	\$42.70	1
A007211	Handheld Kenwood		NX-1200D	C3720532	\$450.00	10/19/2023	Buena Vista	Office	Silke	10	1.5	\$64.00	\$386.00	\$23.00	\$42.70	1
A007209	Handheld Kenwood		NX-1200D	C3720533	\$450.00	10/19/2023	Buena Vista	Office	Silke	10	1.5	\$64.00	\$386.00	\$23.00	\$42.70	1
A007208	Handheld Kenwood		NX-1200D	C3720509	\$450.00	10/19/2023	Buena Vista	Office	Silke	10	1.5	\$64.00	\$386.00	\$23.00	\$42.70	1

From: **Robert Arroyo** <rarroyo@susd.net>

Date: Mon, Feb 9, 2026 at 1:39 PM

Subject:

To: Amanda O'Hara <aohara@susd.net>

Dear Mrs O'Hara

Please accept this letter as formal notice of my resignation from my position at Spreckles. My last day of employment will be 02/17/2026, providing the required notice period. I appreciate the opportunities and experience I've gained during my time here and wish the team continued success.

Thank you for your understanding.

Sincerely, Robert Arroyo

--

Respectfully,

Amanda O'Hara, Principal
Spreckels Elementary School

aohara@susd.net

831-455-1831

February 24, 2026

Subject: Resignation and Proposal for Contract Renegotiation – Christina Sierra-Jones

Dear Dr. Tarallo, Mr. Masri, and the Board of Education,

Please accept this formal resignation from my current contract, effective June 30, 2026. I simultaneously **request the opportunity to renegotiate a role for the 2026-2027 school year** that shifts from a compliance-heavy focus toward a relational leadership model.

Guided by a time-study inspired by my predecessor, Ms. Tammi Amon, I am proud to report **how** we achieved the **100% compliance** with our targeted improvement plan. This year, **47%** of my time was required for "behind-the-scenes" compliance and **49%** for direct student services (IEPs and parent contact). While these efforts stabilized our systems and served 106 IEPs, the intensity of this "stabilization phase" limited proactive staff collaboration to **4%**.

Having built this legally sound foundation, I am ready to transition the department from stabilization to **Transformational Leadership:**

- **Strengthening Staff Relationships:** I will adopt a "Positive Visibility" model to shift my role from compliance officer to supportive partner.
- **Structured Support:** I will implement a refined Case Management framework with dedicated "Office Hours" and site-level check-ins to provide predictable, face-to-face support.
- **Proactive Partnership:** By serving as an accessible resource, I will close information gaps and improve staff morale and cohesion.

I am eager to leverage this year's milestones to build a more resilient department. I deeply value the relationships I have formed with our families and welcome the opportunity to dedicate that same partnership to our staff.

Sincerely,



Christina Sierra-Jones, M.Ed.
Special Education Coordinator
Spreckels Union School District