

SPRECKELS UNION SCHOOL DISTRICT BOARD OF TRUSTEES MEETING THURSDAY, JUNE 6, 2024

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 Steve McDougall, 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
 - 4. Superintendent Evaluation

1.4	Public C	Comment on	Closed Session Item	S
	MOTION	N TO ADJOUR	N TO CLOSED SESSI	ON
	BY:	SECO	NDED 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	I TO RECONV	ENE TO OPEN SESSION
BY:	SECOI	NDED 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 • Multicultural Day Planning Team	
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 1. Superintendent 2. Buena Vista Middle School principal 3. Spreckels Elementary School principal 4. SUEF, PTO, BVBC representatives	
Business		
Informa	tion	
4.1	Program Updates 1. Facilities 2. Food Service 3. Transportation	
4.2	May 2024 Fund Balance Report.pdf ∅	11 - 17
4.3	2024-25 Class Configuration Update 6.3.2024.pdf <i>⊘</i>	18 - 19
4.4	2023-24 Spreckels Union School District Review of Second	20 - 22

Interim Report.pdf @

- 4.5 Presentation of 2024-25 Local Control Accountability Plan (LCAP) including Local Performance Indicators
- 23 155

- 2024 LCAP Budget Overview for Parents.pdf @
- 2023-24 LCAP Annual Update.pdf @
- 2024 LCAP.pdf *∅*
- 2024 Local Performance Indicators.pdf @
- Overview of 2024 LCAP Goals and Actions (1).pdf ∅
- 4.6 Presentation of 2024-25 draft budget including balances in excess of minimum reserve requirements
 - Will be available as a handout

The 2024-25 proposed budget will be available for public viewing at the District Office, effective Monday, June 03, 2024. Errors with the submission are currently being resolved in coordination with the Monterey County Office of Education, and the corrected version will be made available on the website and as a handout at the open Board meeting on Thursday, June 06, 2024.

If you have any questions or concerns, please contact Bernard Burchette, Chief Business Official at 831-455-2550 x 311.

Action

MOTION	TO ADJOUR	N TO PUBLIC HEARING
BY:	SECO	NDED BY:
AYES	NOES:	ABSENT:

PUBLIC HEARING: 156

Pursuant to Education Code section 52062 the Governing Board of Spreckels Union School District will hold a public hearing on the 2024-25 Local Control Accountability Plan (LCAP) and District Budget.

Pursuant to Education Code 42103 and 42127(I) the 2024-25 Local Control Accountability Plan (LCAP) and District Budget will be available for public review in the Spreckels Union School District Business Office June 3, 2024.

PUBLIC NOTICE LCAP and Budget Adoption 2024-25 06-3-2024.pdf 🔊

	MOTION TO ADJOURN FROM PUBLIC HEARING
	BY: SECONDED BY:
	AYES NOES:ABSENT:
4.7	Cancel July 4th board meeting MOTION TO CANCEL JULY 4TH MEETING
	BY: SECONDED BY:

	AYES NOES:ABSENT:	
Curriculum	/Instruction	
Informa	tion	
5.1	Bullying Prevention Update ■ BVMS Handbook 2024-25 Final.pdf Ø	157 - 182
Action None		
Personnel		
Informa	tion	
Action		
6.1	Final Read - Music Teacher job description revised ET 042224.pdf MOTION TO FINAL READ - MUSIC TEACHER JOB DESCRIPTION REVISED ET 042224	183 - 184
	BY: SECONDED BY: AYES NOES:ABSENT:	
6.2	Final Read - School site secretary Job Description.pdf MOTION TO FINAL READ - SCHOOL SITE SECRETARY JOB DESCRIPTION BY: SECONDED BY: AYES NOES:ABSENT:	185 - 186
6.3	2023-24 CSEA Appendix D Classified Salary Ranges 06.06.2024.pdf MOTION TO 2023-24 CSEA APPENDIX D CLASSIFIED SALARY RANGES 06.06.2024 BY: SECONDED BY:	187
	AYES NOES:ABSENT:	
6.4	2023-24 Management Salary Schedule REVISED 06.06.2024.pdf MOTION TO 2023-24 MANAGEMENT SALARY SCHEDULE REVISED 06.06.2024	188

	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
5	2023-24 Salary Schedule - CERTIFICATED REVISED	189
	06.06.2024.pdf	
	MOTION TO 2023-24 SALARY SCHEDULE -	
	CERTIFICATED REVISED 06.06.2024	
	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
	2024-25 Salary Schedule - CERTIFICATED 06.06.2024.pdf ❷	190
	MOTION TO 2024-25 SALARY SCHEDULE -	
	CERTIFICATED 06.06.2024	
	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
	2023-24 Salary Schedule COUNSELOR -REVISED	191
	<u>06.06.2024.pdf</u> ∅	
	MOTION TO 2023-24 SALARY SCHEDULE -	
	COUNSELOR REVISED 06.06.2024	
	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
	2024-25 Salary Schedule COUNSELOR - 06.06.2024.pdf Ø	192
	MOTION TO 2024-25 SALARY SCHEDULE -	
	COUNSELOR 06.06.2024	
	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
	2023-24 Salary Schedule SLP -REVISED 06.06.2024.pdf Ø	193
	MOTION TO 2023-24 SALARY SCHEDULE - SLP	
	REVISED 06.06.2024	
	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
	2024-25 Salary Schedule SLP 06.06.2024.pdf <i>∅</i>	194
	MOTION TO 2024-25 SALARY SCHEDULE - SLP	
	06.06.2024	
	BY: SECONDED BY:	
	AYES NOES: ABSENT:	

6.11	2024-25 Declaration of Need for Fully Qualified Educators.pdf <i>②</i>	195 - 198
	MOTION TO 2024-25 DECLARATION OF NEED FOR	
	FULLY QUALIFIED EDUCATORS	
	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
6.12	2024-25 Annual Statement of Need for 30-Day Substitute and Designated Subjects Career Technical Education 30-Day Substitute Teaching.pdf MOTION TO 2024-25 ANNUAL STATEMENT OF NEED FOR 30-DAY SUBSTITUTE AND DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE	199 - 200
	TEACHING	
	BY: SECONDED BY:	
	AYES NOES:ABSENT:	
Administra	tion	
Informa	ition	
7.1	Committees Update	
Action		
7.2	Final Read - March 2024 policies per guidesheet.pdf MOTION TO FINAL READ - MARCH 2024 POLICIES PER GUIDESHEET BY: SECONDED BY: AYES NOES:ABSENT:	201 - 209
7.3	Final Read - Policy 0441.2 Cybersecurity and Data Privacy.pdf MOTION TO FINAL READ - POLICY 0441.2 CYBERSECURITY AND DATA PRIVACY BY: SECONDED BY: AYES NOES: ABSENT:	210 - 211
7.4	Ratification of Superintendent Contract of Employment, 2024 through 2028 • Supt Contract 2024-28.pdf ②	212 - 222

	MOTION TO CONTRACT OF EMPLO	 _		
	BY: SECON		711 2020	
	AYES NOES:			
7.5	Ratification of Supering Employment, 2024 through Principal Consumption TO SUPERINTENDENT/PR 2024 THROUGH 2028 BY: SECON AYES NOES:	ough 2028 ntract 2024-28.pdf		223 - 235
	ems der the consent agenda may red under one motion and a			
Approv	al of board meeting mi	nutes		
8.1	May 2, 2024 regular me ■ 05.02.2024 BOARD	•		236 - 245
Busines	ss			
8.2	Warrants Listing perio	d ending May 2024.pd	<u>f</u> Ø	246 - 249
8.3	Contracts • 2024-25 Lise Belto agreement.pdf Ø	on SUSD School policy se	<u>rvices</u>	250
8.4	Donation Listing ● None			
8.5	Surplus Inventory None			
8.6	Personnel • Public Resignation	n/Retirement/Terminatio	on	251 - 254
	Name	Assignment	Effective Date	
	Stenhanie Braasch	BV - Noon Duty	May 6 2024	

Julianne Hernandez	BV-Sped IA	June 7, 2024
Adriana Macias	SES-Teacher	June 7, 2024
Rachelle Wilkinson	SES-Teacher	June 7, 2024
 Public Employment 		
Name	Assignment	Effective Date
None		
BRAASCH RESIGNATION.pdf	Ø	
HERNANDEZ RESIGNATION.	odf Ø	
MACIAS RESIGNATION.pdf @		
WILKINSON RESIGNATION.pe	df Ø	
MOTION TOCO	NSENT ITEMS	
BY: SECONDED B	Y:	
AYESABS	SENT:	

9. Future Agenda Items

July 4, 2024 board meeting, District Office @7:00pm

- Subsequent Master Agenda Calendar
- 2024-25 Class Configurations
- Elementary School Transitional Kindergarten Classroom Teacher job description

10. Adjournment

MOTION	TO ADJOUR	N	
BY:	SECO	NDED BY:	
AYES	NOES:	ABSENT:	

Posted 6/3/2024

Fund 01 - General Fund				Fiscal Year 2024	through 05/31	/2024
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	10,184,610.00	8,959,092.10		1,225,517.90	12%
Federal Revenue	(8100-8299)	688,759.00	162,981.66		525,777.34	76%
Other State Revenue	(8300-8599)	1,206,272.00	968,023.43		238,248.57	20%
Other Local Revenue	(8600-8799)	1,066,887.00	1,074,242.32		(7,355.32)	(1)%
Total Revenues	_	13,146,528.00	11,164,339.51	_	1,982,188.49	15%
EXPENDITURES						
Certificated Salaries	(1000-1999)	4,582,361.00	4,160,373.44	372,669.35	49,318.21	1%
Classified Salaries	(2000-2999)	1,857,032.00	1,775,718.88	149,285.91	(67,972.79)	(4)%
Employee Benefits	(3000-3999)	2,932,380.00	2,325,278.98	216,417.21	390,683.81	139
Books and Supplies	(4000-4999)	519,050.00	368,851.40	920.71	149,277.89	29%
Services & Operating Expenses	(5000-5999)	2,517,658.00	1,479,714.35	118,409.86	919,533.79	37%
Other Outgo (7100	-7299, 7400-7499)	654,611.00	545,775.42	.00	108,835.58	17%
Total Expenditures		13,063,092.00	10,655,712.47	857,703.04	1,549,676.49	12%
Operating	g Surplus/(Deficit)	83,436.00	508,627.04	(349,076.00)		
OTHER FINANCING SOURCES/	USES					
Interfund Transfers Out	(7600-7629)	165,685.00	50,000.00	.00	115,685.00	70%
Contributions	(8980-8999)	70,250.00	.00		70,250.00	100%
Total Other Financing Sou	rces/Uses	(95,435.00)	(50,000.00)	.00	(45,435.00)	48%
Ne	t Surplus/(Deficit)	(11,999.00)	458,627.04	(399,076.00)		
Beginn	ing Fund Balance _	6,677,985.00	6,677,981.35	6,677,981.35		
Net End	ing Fund Balance	6,665,986.00	7,136,608.39	6,278,905.35		
*** ca	lculated ***					

Selection Grouped by Org, Fund - Sorted by Object, (Org = 72, Model Id = BR24-05, Ending Date = 5/31/2024, Zero? = N, Use SACS? = N, Restricted? = Y)

F ERP for California
Page 1 of 7

Fiscal26a

Fund Balance Summary (SACS)

Fund 08 - Student Activity Revenue Fund			Fiscal Year 2024	through 05/	31/2024
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	7,592.00	7,591.95	7,591.95		
Net Ending Fund Balance *** calculated ***	7,592.00	7,591.95	7,591.95		

12:51PM

Selection

Fund Balance Summary (SACS)

Fund 13 - Cafeteria Fund				Fiscal Year 2024	iscal Year 2024 through 05/31/2024			
		Budget	Actual	Encumbrance	Balance	Avail		
REVENUES								
Other Local Revenue	(8600-8799)	.00	(386.37)		386.37	0%		
Total Revenues	_	.00	(386.37)	_	386.37	0%		
EXPENDITURES								
Classified Salaries	(2000-2999)	91,460.00	90,895.02	7,595.17	(7,030.19)	(8)%		
Employee Benefits	(3000-3999)	59,084.00	56,306.29	5,209.39	(2,431.68)	(4)%		
Books and Supplies	(4000-4999)	9,320.00	7,638.31	1,588.00	93.69	1%		
Services & Operating Expenses	(5000-5999)	5,821.00	4,276.53	.00	1,544.47	27%		
Total Expenditures	_	165,685.00	159,116.15	14,392.56	(7,823.71)	(5)%		
Operati	ng Surplus/(Deficit)	(165,685.00)	(159,502.52)	(173,895.08)				
OTHER FINANCING SOURCES	S/USES							
Interfund Transfers In	(8900-8929)	165,685.00	50,000.00	_	115,685.00	70%		
Total Other Financing So	ources/Uses	165,685.00	50,000.00		115,685.00	70%		
N	let Surplus/(Deficit)	.00	(109,502.52)	(123,895.08)				
Net Er *** (.00	(109,502.52)	(123,895.08)					

Fiscal26a

Fund Balance Summary (SACS)

Fund 14 - Deferre	Fiscal Year 2024 through 05/31/2024					
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	100.00	205.18		(105.18)	(105)%
Total Revenues	<u> </u>	100.00	205.18	_	(105.18)	(105)%
	Operating Surplus/(Deficit)	100.00	205.18	205.18		
	Beginning Fund Balance _	8,682.00	8,682.26	8,682.26		
	Net Ending Fund Balance *** calculated ***	8,782.00	8,887.44	8,887.44		

Fund 21 - Building Fund				Fiscal Year 2024 through 05/31/2024			
		Budget	Actual	Encumbrance	Balance	Avail	
REVENUES							
Other Local Revenue	(8600-8799)	18,235.00	19,564.28		(1,329.28)	(7)%	
Total Revenues	_	18,235.00	19,564.28	_	(1,329.28)	(7)%	
EXPENDITURES							
Books and Supplies	(4000-4999)	164,773.00	125,429.61	39,339.51	3.88	0%	
Services & Operating Expenses	(5000-5999)	340,131.00	235,636.16	81,951.70	22,543.14	7%	
Total Expenditures		504,904.00	361,065.77	121,291.21	22,547.02	4%	
Operatin	g Surplus/(Deficit)	(486,669.00)	(341,501.49)	(462,792.70)			
Beginn	486,669.00	486,668.64	486,668.64				
Net End	.00	145,167.15	23,875.94				

^{***} calculated ***

Fund Balance Summary (SACS)

Fund 25 - Developer Fees				Fiscal Year 2024 through 05/31/2024			
		Budget	Actual	Encumbrance	Balance	Avail	
REVENUES							
Other Local Revenue	(8600-8799)	9,000.00	43,117.43		(34,117.43)	(379)%	
Total Revenues	_	9,000.00	43,117.43	_	(34,117.43)	(379)%	
EXPENDITURES							
Services & Operating Expenses	(5000-5999)	25,000.00	.00	.00	25,000.00	100%	
Total Expenditures	_	25,000.00	.00	.00	25,000.00	100%	
Operatin	g Surplus/(Deficit)	(16,000.00)	43,117.43	43,117.43			
Beginning Fund Balance _		331,949.00	331,948.17	331,948.17			
	ling Fund Balance	315,949.00	375,065.60	375,065.60			

Fiscal26a

Fund Balance Summary (SACS)

Fund 35 - School Facility Program (Regul	Fiscal Year 2024	through 05/	31/2024		
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	329.00	327.32	327.32		
Net Ending Fund Balance *** calculated ***	329.00	327.32	327.32		

Selection

12:51PM

Spreckels Union School District Class Configurations for 2024-2025

М1	а	b	С	d	е	f	g	h	i	j	k	1				<u>M2</u>
														e 3, 2024		
1	Spreckels School	ΤK	Kinder	1st	2nd	3rd	4th	5th	SDC	ΗI		•	TOTAL	Released	<u>Pending</u>	
2	Projection	29	61	75	85	86	87	91	3	7			<u>524</u>	Inter-D	Inter-D	
3														New	<u>New</u>	<u>Total</u>
4	Transition Kinder	1	T							I		1				
5	Class 1	15												_		_
5	Class 2	14								<u> </u>				<u>6</u>	<u>1</u>	7
6		29		ID 4	41											
7	Kinder		10	ID Acce	ptea											
8 9	Class 3	ı	21							I		1		_	4	6
10	Class 4		20											<u>5</u>	<u>1</u>	O
11	Class 5		20													
12	Class 3	l	+	(24 Tk f	rom curre	ont voor	20 Now			ļ						
13			61		ID Acce		30 New)									
14	First			,	ID Acce	pieu										
15	Class 6	1	t	25						i				<u>1</u>	<u>0</u>	1
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16	Class 7			25												
17	Class 8	l	1	25						l						
18				75												
19					1	ID Acce	pted									
20	Second	ı	T							,						_
21	Class 9	ļ	 		29					ļ 				<u>0</u>	<u>0</u>	0
22	Class 10	ļ	 		28											
23	Class 11	<u> </u>	l	L	28					l						
24					85											
25						0	ID Acce	pted								
26	Third	·								·						
27	Class 12	 				29								<u>2</u>	<u>0</u>	2
28	Class 13	 				29										
29	Class 14	<u> </u>	<u> </u>			28				<u> </u>						
30						86										
31							0	ID Acce	pted							
32	Fourth															
33	Class 15						29							<u>o</u>	<u>o</u>	0
34	Class 16						29									
35	Class 17						29									
36							87									
37								1	ID Accp	eted						
38	Fifth	_	_	_							_					
39	Class 18							31						<u>5</u>	<u>0</u>	5
	Class 19							30						_	_	
41	Class 20							30								
42		4·	·	·	I		L	91	0	ID Acce	pted					
43		TK	Kinder	1st	2nd	3rd	4th	5th								
44	SDC		[1	1	1			3							
45	H. I.						4	3	7							
46		l	·	·			L			TOTAL	Grade	514		Total		
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48									TO	TAL w/S		524		<u>u 15</u> <u>19</u>	<u>10</u> 2	21
49									10	.AL W/S	pec Lu	324		10	≜	۱ ک
50																
50																

51	BVMS	6th	7th	8th			SDC	н			TOTAL			
52		90	113	116			0	7			326			
53												Released		
54	Sixth	T										New	New	
55	Class 1	23										<u>2</u>	<u>0</u>	2
56	Class 2	23												
57	Class 3	22												
58	Class 4	22			L									
59	Couranth	90		3	ID Acce	pted								
60 61	Seventh Class 5	T	29									c	0	6
62	Class 6		28									<u>6</u>	<u>0</u>	U
63	Class 7		28											
64	Class 8	 	28											
65		1	113		15	ID Acce	nted	l	JJ					
66	Eighth					.5 / .000	piou							
67	Class 9		Ī	29								<u>3</u>	<u>o</u>	3
68	Class 10			29								_	_	
69	Class 11	 		29										
70	Class 12	 		29										
71		*		116	<u> </u>	1	ID Acce	pted						
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73	HI	3	2	2		7								
74						7		TO.	TAL GE	319		Total		
75								w/S	pec Ed	7		Released	Pending	<u>Total</u>
76							TO	TAL w/S	Spec Ed	326		<u>11</u>	<u>0</u>	11
77														
78 79		Total	District E	Enrollme	ent (Incl	udes SE	OC & HI)			850		<u>30</u>	<u>2</u>	32
80														
81														
82														
83													Pendina	
Ω/												Released		
84 85												Released Inter-D New	Inter-D New	
	February 6, 2024	Totals	SS-479		BV-320					<u>799</u>		Inter-D	Inter-D	33
85	March 7, 2024	Totals	SS-487		BV-327					<u>814</u>		<u>Inter-D</u> <u>New</u> <u>16</u> <u>16</u>	<u>Inter-D</u> <u>New</u> <u>17</u> <u>17</u>	33
85 86 87 88	March 7, 2024 March 28, 2024	Totals Totals	SS-487 SS-490		BV-327 BV-330					<u>814</u> 820		Inter-D New 16 16 17	<u>Inter-D</u> <u>New</u> <u>17</u> <u>17</u> <u>19</u>	33 36
85 86 87 88 89	March 7, 2024 March 28, 2024 April 26, 2024	Totals Totals Totals	SS-487 SS-490 SS-498		BV-327 BV-330 BV-330					814 820 828		16 16 17 24	17 17 17 19 16	33 36 40
85 86 87 88 89 90	March 7, 2024 March 28, 2024	Totals Totals Totals	SS-487 SS-490		BV-327 BV-330					<u>814</u> 820		Inter-D New 16 16 17	<u>Inter-D</u> <u>New</u> <u>17</u> <u>17</u> <u>19</u>	33 36
85 86 87 88 89 90 91	March 7, 2024 March 28, 2024 April 26, 2024	Totals Totals Totals	SS-487 SS-490 SS-498		BV-327 BV-330 BV-330					814 820 828		16 16 17 24	17 17 17 19 16	33 36 40
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85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106	March 7, 2024 March 28, 2024 April 26, 2024 June 3, 2024	Totals Totals Totals	SS-487 SS-490 SS-498		BV-327 BV-330 BV-330					814 820 828		16 16 17 24	17 17 17 19 16	33 36 40



Dr. Deneen GussCounty Superintendent of Schools

May 2, 2024

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

RE: Review of Second Interim Report

Dear President Hasegawa and Superintendent Tarallo:

Thank you for the submission of your Fiscal Year 2023-24 Second Interim Report. *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. Based upon this review, 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)	\$ 13	3,146,528
В.	Total Expenditures (Form 01, Line B9 plus Line D1b plus Line D2b)	\$ 13	3,228,777
C.	Net deficit in Fund Balance (Form 01, Line E)	(\$	82,249)
D.	Total Available Unrestricted Reserves General Fund (Form 01, Col. D, Accounts 9789 and 9790)	\$	529,152
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 second interim report is based upon an unaudited beginning balance of \$6,677,985.
- 2. The District's calculation of the unrestricted total LCFF Sources is \$10,184,610.
- 3. The school District's LCFF ADA of 899.36 is 31.65 lower than last year's P2 ADA; this figure does not include the county supplement.
- 4. 81.1% of unrestricted General Fund expenditures are allocated to unrestricted salaries and benefits.
- 5. The multiyear projections provided in the second 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:

2023-24	2024-25	2025-26
(\$82,249)	(\$556,273)	(\$567,638)

- 7. 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. However, District projections indicate that it is able to maintain the minimum recommended reserve level in the two subsequent years.
- 8. We note that the District has not settled the 2023-24 negotiations with the Certificated and Classified 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.

9. 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 new fiscal year it is an opportunity to adjust the budget to present the best possible forecast for the upcoming 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 adequacy of funding for current programmatic decisions, including commitments within the LCAP.

Thank you in advance for the thoughtful planning and effort being put into the development of your 2024-25 budget.

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 want to thank Bernard Burchette II for the timely submission of the Second Interim Report.

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

Sincerely,



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

cc: Dr. Deneen Guss, Monterey County Superintendent of Schools Biljana Tatomirovic, Director, District Advisory Services, MCOE Bernard Burchette II, Chief Business Official, Spreckels USD

Juan Leyva Jr., Financial Analyst, MCOE

LCFF Budget Overview for Parents

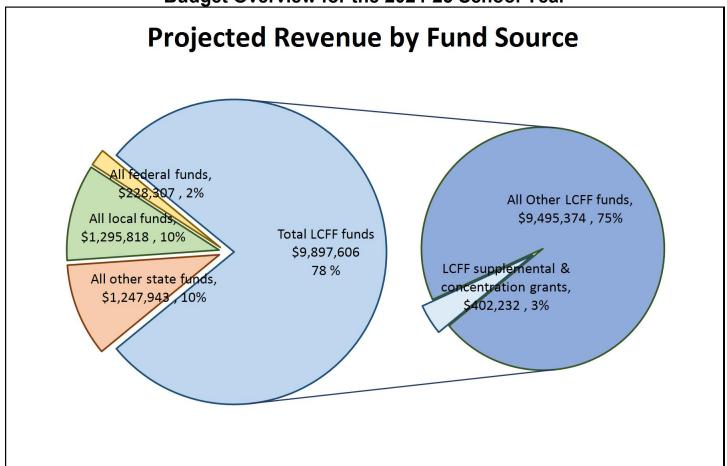
Local Educational Agency (LEA) Name: Spreckels Union School District

CDS Code: 27-66225 School Year: 2024-25 LEA contact information:

Eric Tarallo Superintendent etarallo@susd.net 831-455-2550 x 316

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

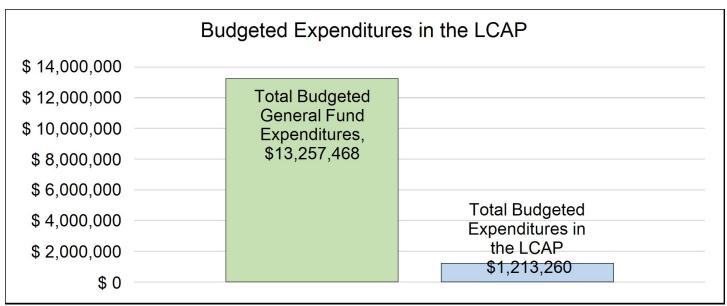


This chart shows the total general purpose revenue Spreckels Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spreckels Union School District is \$12,669,674, of which \$9,897,606 is Local Control Funding Formula (LCFF), \$1,247,943 is other state funds, \$1,295,818 is local funds, and \$228,307 is federal funds. Of the \$9,897,606 in LCFF Funds, \$402,232 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Spreckels Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Spreckels Union School District plans to spend \$13,257,468 for the 2024-25 school year. Of that amount, \$1,213,260 is tied to actions/services in the LCAP and \$12,044,208 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

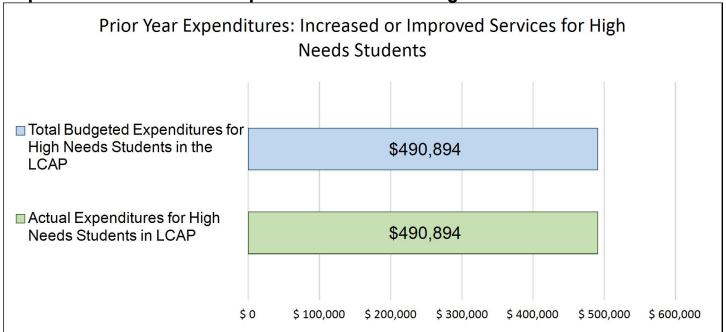
All other general, special education, administrative, and operational activities and expenditures are not referenced as supporting actions within the Local Control Accountability Plan. Such activities and expenditures do, however, support the overall educational objectives of the district and are complementary to the actions in the plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Spreckels Union School District is projecting it will receive \$402,232 based on the enrollment of foster youth, English learner, and low-income students. Spreckels Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Spreckels Union School District plans to spend \$402,232 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Spreckels Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Spreckels Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Spreckels Union School District's LCAP budgeted \$490,894 for planned actions to increase or improve services for high needs students. Spreckels Union School District actually spent \$490,894 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students served by District's Bridging Program	Use 2021-22 as a baseline	Tutoring 131 Pull-out/Push-in: 115	Tutoring: 127 students Pull-out/Push-in: 109 students	Phase 1 Tutoring at SES: 48 students; 40 BVMS=88 Phase 1 Pull Out at SES: 30; 102 BVMS=132	Maintain the number of students served for all three years of the Bridging Program
End-of-year CAASPP scores in ELA and Math for grades 3-8, percent "at standard" or "exceeding standard"	Use 2021-22 CAASPP scores as a baseline	52.8% met or exceeded standard in ELA; 40.9% met or exceeded standard in Math in 2021-22	54.39% in ELA; 38.36% in Math	Administered in Spring 2024	56.8% in ELA; 44.9% in Math in 2023-24
Number of Students Served by Harmony at Home counselors and/or District counselors Page 27 of	40 total students served by H at H in 2020-21 (40% improved)	One district counselor/Harmony at Home contract: 58 students served; 33% improved, 36% stayed the same, 16% regressed, and 14% did not have	District's two counselors: 65 studemts served in ongoing individual or group sessions (54% improved, 9% stayed the same, 22% regressed, 14%	SES: Caseload 39; one-time check-ins 41 BVMS: Caseload 16; check-ins 16 Improved: 48% Declined: 23% Stayed the same: 15%	An increase in the improvement rate of students receiving counseling services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		evaluation matrix in 2021-22	unable to be assessed) All students at BVMS received SEL lessons from counselor during PE	Not assessed: 13%	
Total number of referrals for counseling services	Use 2021-22 as a baseline	83 total students referred (43 at SES, 40 at BVMS) in 2021- 22	181 (new model with two district-employed counselors)	58 at SES; 42 at BVMS	A reduction in the annual number of referrals for counseling

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of the actions to support struggling students experiencing learning loss and/or social-emotional difficulties listed in Goal 1 were mostly implemented during the 2023-24 year.

- 1.1 Intervention Staffing at the middle school: Fully Implemented. Successes include implementing a new early reading assessment for all K-5 students called DIBELs as well as the training of most primary teachers in the intervention SIPPs.
- 1.2 Professional Development (PD): Fully Implemented. Successes include a district-wide PD with Dr. Terrelle Sales of Pepperdine University focused on differentiating instruction for English learners and Students with Disabilities.
- 1.4 Social-emotional support for students and staff: Fully Implemented. Successes include the continuation of a full-time counselor at both school sites. Additionally, both schools' counselors continued to push into classrooms to present lessons from the district's newly adopted social-emotional curriculum called Character Strong.
- 1.5 SPED and Intervention Programs Oversight: Fully Implemented. Successes include an increase in the number of joint meetings between the regular education intervention and special education staff members to tighten and improve the student support continuum.
- ⁷ Bridging Program: Fully Implemented. Successes include both after-school small-group tutoring as well as pull-out small-group struction during the instructional day.
- 3 Class Sizes at Buena Vista Middle School: Fully Implemented. Successes include maintaining class sizes below 26 students per class in 6th-grade classes. 으

- 1.9 Intervention Staffing: Fully Implemented. Successes include maintaining the full-time Intervention Teacher at the elementary school as well as the hiring of two instructional aides to support impacted class sizes in 2nd and 3rd grade with small-group instruction. Successes also include implementing a new early reading assessment for all K-5 students called DIBEL's as well as the training of most primary teachers in the intervention SIPPs.
- 1.11 Middle School Transition: Fully Implemented. Successes include the continuation of the Links mentor program at the middle school to support incoming 6th graders.
- 1.12 Social Emotional Learning (SEL) Curriculum: Fully Implemented. Successes include see 1.6.

In addition to these successes, there were some challenges in the implementation. These include hiring a temporary replacement counselor mid-year due to maternity leave. The number of students served by the counselor at the middle school decreased slightly because of this. Additionally, math support in the middle school was limited due to a series of long-term substitute teachers who were hired to fill an early-year vacancy.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. All actions were implemented.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #1 to achieve the desired outcomes, as measured by the above metrics, are as follows:

- 1.1/1.9Intervention Staffing and 1.7 Bridging Program: Effective. The number of students served by the district's bridging program was maintained. Additionally, students in grades 2 and 3 received increased small-group support due to the hiring of two additional instructional aides.
- 1.2 Professional Development (PD): Semi-effective. All teachers received PD in best practices for differentiated instruction. However, the district did not meet its CAASPP three-year goal in ELA or Math. Math scores actually decreased slightly.
- 3 Class Sizes at Buena Vista Middle School: Effective. Class sizes in 6th grade were approximately 25:1.

 SPED and Intervention Program Oversight, 1.8 Class Sizes, and 1.11 Middle School Transition. 1.4 and 1.6/1.12 Social-emotional support and curriculum for students and staff: Effective. There was an overall decrease in student

 - 5 SPED and Intervention Program Oversight, 1.8 Class Sizes, and 1.11 Middle School Transition: Effective but not directly tied to a metric.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, the following changes will be made to the expected outcomes/metrics:

- 1. CAST scores will now be added as a metric to measure students' performance on the standardized science test.
- 2. Survey responses to the annual Healthy School Climate Survey will replace previous metrics to measure social-emotional support and success for students.
- 3. Local assessments (DIBELs progress at the elementary school and Grade Point Average) will be added as a metric to help measure student achievement.

The following changes will be made to the actions to achieve this goal:

Goal 1: Action 2 (Professional Development (PD). PD will now be tied to three themes that directly support the district's goals.

Goal 1: Action 8 A new action has been added to directly support Students with Disabilities in both ELA and Math as these areas were identified to be in the red performance level on the State Dashboard.

(The district's Bridging Program (1.7) has been discontinued due to state budget cuts. The district will instead try to offer tutoring as part of its extended learning opportunities program (new action 1.7).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	10.2%	**7.1%	20 reclassified out of 63 total ELL's=32%	22/76, 29% in 2023- 24	Increase of 2% per year; 16% by 2023-24
End-of-year CAASPP scores in ELA and Math for unduplicated students in grades 3-8, percent "at standard" or "exceeding standard"	Use 2021-22 CAASPP scores as a baseline	32% met or exceeded standard in ELA; 23% in Math	38% met or exceeded standard in ELA; 28% in Math	2023 CAASPP ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1% Math: EL: 20.0% SED: 30.8%	Increase of 2% points per year; 6% increase by 2023-24; 36% in ELA, 27% in Math by 2023-24
English Learner Progress Indicator LPI) rate on the age 31 of 27	54.8%*	*10.71% of students scored at level 4 on 2021-22 Summative ELPAC. This metric was used because the ELPI has not yet been released. (This was	21.6% on California Dashboard for 2022	57.7% on CA Dashboard for 2023	Increase of 2% points per year; 61% by 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		down from 46.81% the year prior.)			

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of the actions to support unduplicated students (English language learners (ELL's), socioeconomically disadvantaged, and foster youth) were mostly implemented during the 2023-24 year. The successes were as follows:

- 2.1 Staffing to support English Language Development: Fully implemented. The district continued to employ a full-time ELD teacher and aide at the elementary school.
- 2.2 Professional Development (PD): Fully implemented. Two full days of PD with a focus on supporting unduplicated students were held.
- 2.3 Social-emotional support for unduplicated students (English learners, foster youth, low-income): All unduplicated students in need of counseling services were provided them.
- 2.4 Transportation: Fully Implemented: All unduplicated students who required transportation were provided free services.
- 2.6 Technology: Fully implemented. Free home technology services (devices and/or wifi hotspots) were provided to any unduplicated students' families who required them.
- 2.8 Enrichment opportunities for unduplicated students: Fully implemented. The district partnered with its parent groups to provide scholarships to any unduplicated students to attend field trips and/or other extra curricular activities.
- 2.9 Partnership with CSUMB's Reading Center: Fully implemented. The number of unduplicated district students who received reading intervention from CSUMB mentors doubled from the previous year.
- 2.10 Intervention staffing for unduplicated students: Fully implemented. Two additional general education instructional aides were hired to support struggling unduplicated students in impacted primary grades.

No challenges in the implementation of Goal 2 actions were identified.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

ere were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal # 2 to achieve the desired outcomes, as measured by the above metrics, are as follows: 2.1 Staffing to support English Language Development, 2.2 PD, 2.4 Transportation, 2.6 Technology, and 2.8 Partnership with CSUMB Reading Center all contributed an increase of 36 percentage points on the English Learner Progress Indicator from the prior year. Additionally, the district exceeded its reclassification rate goal by 13 percentage points.

- 2.3 Social-emotional support for unduplicated students (English learners, foster youth, low-income): See comments on Goal 1: Action 4.
- 2.8 Enrichment opportunities for unduplicated students: There is no specific metric for this action; however, all unduplicated students in need of financial assistance received scholarships to attend field trips and/or other extracurricular activities.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis of this goal, the following changes will be made to the expected outcomes/metrics:

- 1. The CAASPP score metric will now be measured separately for English language learners (ELL) and Socioeconomically Disadvantaged students to better track the progress of each respective group.
- 2. An action will be added to better track ELL progress over time. The district will purchase and implement Elevate.
- 3. An action will be added to provide real-time Spanish interpretation at distinct events and meetings.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All students, staff, and community members will be provided with diverse, equitable, and innovative opportunities, both academic and enrichment, to reach their full potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	5.7% (pre-COVID)	12.3% on CA Dashboard	13.3% on CA Dashboard (orange level)	13.3% on CA Dashboard (orange level)	Maintain a chronic absenteeism rate in the green or blue performance areas on the State Dashboard for all student subgroups
Results school climate surveys Page 34 of	Spring 2021 survey ratings: 4th and 5th Grades: 81% "liked school" (scores of 3 or 4 on the survey); 19% did not (scores of 1 or 2) 97% "did their best in school"; 3% did not 96% "gave their best effort"; 4% did not 95% felt the school "had clear rules for behavior"; 5% did not 95% felt "teachers treated them with respect"; 5% did not	Spring 2022 survey ratings: 4th & 5th Grades: 81% "liked school" (scores of 3 or 4 on the survey); 19% did not (scores of 1 or 2) 95% "did their best in school"; 5% did not 96% "gave their best effort"; 4% did not 93% felt the school "had clear rules for behavior"; 7% did not	Spring 2023 survey results: 4th & 5th Grades: 77% "liked school" (scores of 3 or 4 on the survey); 23% did not (scores of 1 or 2) 96% "did their best in school"; 4% did not 95% said the school wanted them to "give it their best effort"; 5% did not 92% felt the school "had clear rules for behavior"; 8% did not	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	Maintain or increase the percentages of "3" and "4" scores each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	90% felt "positive	94% felt "teachers	96% felt "teachers	behavior"; 10% did	
	behavior was noticed	treated them with	treated them with	not	
	at school"; 10% did	respect"; 6% did not	respect"; 4% did not	93% felt "teachers	
	not	73% felt "positive	68% felt "positive	treated them with	
	89% felt "they got	behavior was noticed	behavior was noticed	respect"; 7% did not	
	along well with	at school"; 27% did	at school"; 32% did	77% felt "positive	
	others"; 11% did not	not	not	behavior was noticed	
	93% felt "safe at	89% felt "they got	88% felt "they got	at school"; 23% did	
	school"; 7% did not	along well with	along well with	not	
	85% felt "students	others"; 11% did not	others"; 12% did not	91% felt "they got	
	treated each other	86% felt "safe at	83% felt "safe at	along well with	
	with respect"; 15% did	school"; 14% did not	school"; 17% did not	others"; 9% did not	
	not	61% felt "students	68% felt "students	84% felt "safe at	
	93% felt "an adult at	treated each other	treated each other	school"; 16% did not	
	school would help	with respect"; 39% did	with respect"; 32% did		
	them if they needed	not	not	treated each other	
	it"; 7% did not	93% felt "an adult at	92% felt "an adult at	with respect"; 36% did	
	86% felt "students	school would help	school would help	not	
	followed rules in class	them if they needed	them if they needed	93% felt "an adult at	
	so teachers could	it"; 7% did not	it"; 8% did not	school would help	
	teach"; 14% did not	60% felt "students	76% felt "students	them if they needed	
	51% of students felt	followed rules in class	followed rules in class	it"; 7% did not	
	the hardest part of	so teachers could	so teachers could	65% felt "students	
	distance learning was	teach"; 40% did not	teach"; 24% did not	followed rules in class	
	time away from	6th 6th Crades	6th 6th Crades	so teachers could	
	friends and teachers; 41% felt the hardest	6th-8th Grades:	6th-8th Grades:	teach"; 35% did not	
		62% "liked school"; 38% did not	54.8% "liked" school; 46% did not	6th-8th Grades:	
	part was	74% felt "successful	73% felt "successful	55% "liked" school;	
	understanding what			45% did not	
	was being taught; and 8% preferred distance		at school"; 27% did	73% felt "successful	
	learning and wanted	68% felt "the school	71% felt "the school	at school"; 27% did	
T	to continue.	set high standards for	set high standards for	not	
Page	to continue.	achievement"; 32%	achievement"; 29%	70% felt "the school	
	6th-8th Grades:	did not	did not	set high standards for	
ა	our our orados.	aid fiot	did fiot	SSC High Standards 101	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	75% "liked school"; 25% did not 82% felt "successful at school"; 18% did not 79% felt "the school set high standards for achievement"; 21% did not 95% felt "the school set clear rules for behavior" 93% felt "teacher treated them with respect"; 7% did not 97% felt "behaviors in class allow teachers to teach:; 3% did not 61% felt "students are frequently recognized for good behavior"; 39% did not 95% felt "safe at school"; 5% did not 80% felt "there was an adult to talk to if they needed help"; 20% did not	81% felt "the school set clear rules for behavior"; 19% did not 70% felt "teacher treated them with respect"; 30% did not 65% felt "behaviors in class allow teachers to teach:; 35% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 78% felt "safe at school"; 22% did not 58% felt "there was an adult to talk to if they needed help"; 42% did not	79% felt "the school set clear rules for behavior"; 21% did not 72% felt "teacher treated them with respect"; 28% did not 64% felt "behaviors in class allow teachers to teach:; 36% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 68% felt "safe at school"; 32% did not 62% felt "there was an adult to talk to if they needed help"; 38% did not	achievement"; 30% did not 79% felt "the school set clear rules for behavior"; 21% did not 71% felt "teacher treated them with respect"; 29% did not 64% felt "behaviors in class allow teachers to teach:; 36% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 68% felt "safe at school"; 32% did not 61% felt "there was an adult to talk to if they needed help"; 39% did not	
Suspension and pulsion Rates Page 36 of	Suspension: .2%; Expulsion: 0%	Suspension 1%; Expulsion 0%	1.1%; 0%	2023 .6% Suspension Rate 2022-23 0% Expulsion Rate	Maintain a suspension rate below 2% and an expulsion rate below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Attendance Rate per Grade Span	2019-20: TK-3: 97.05% 4-6: 97.35% 7-8: 96.95	2021-22: TK-3 94.37 4-6: 95.36 7-8: 95.42	2022-23 (as of 3/24/23) TK-5: 93.91 6-8: 94.74	2023-24 94.43 at P2 for all grades	Maintain attendance rates at 95% or higher for all grade spans
Self-Reflection Tool: Priority 3: Parent and Family Engagement, including programs for unduplicated pupils and programs for individuals with exceptional needs	Use 2021-22 as a baseline since the data were not available prior due to Covid-19 (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)	Average score of 3.83 on rating categories Individual ratings found at: https://www.caschooldashboard.org/reports/27662250000000/202 1/conditions-and-climate#local-indicators	Average score of 4.25	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	Increase (or maintain) all subsection scores to 4 or above
Middle School Dropout Rate	0%	0%	0%	0%	Maintain 0% rate

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

e overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the actions in Goal 3 to provide all students, staff, and community members with diverse, equitable, and overall implementation of the action of the

I Teacher/supervisor/coach recruitment: Fully implemented.

- 3.2 Parent and community partnerships: Partially implemented. The district was not able to hire a full-time music teacher. Instead, it partnered with local agencies to offer Folklorico dancing for elementary school students and a Jazz Club at the middle school.
- 3.3 Employee Retention: Fully implemented.
- 3.4 Professional Development (PD): Fully implemented. Dr. Terrelle Sales provided equity-based PD for all teachers.
- 3.5 Curriculum: Partially implemented. The elementary school library added diverse novels for independent reading.
- 3.6 Outreach, Communication, and Access: Fully implemented. The district adopted and implemented a new communication platform called ParentSquare that offers immediate translation into a family's preferred language.
- 3.7 Family/Community Education: Fully implemented. Various parent education events were held, including Courageous Conversations, a Safety Forum, and the first-ever Multicultural Day.
- 3.9 Equity Committee: Fully implemented. The district initiated a chronic absenteeism study/outreach after identifying the area as a problem in practice the previous year during training with the Monterey County Office of Education.

In addition to these successes, there were some challenges in the implementation. These include not being able to recruit a full-time music teacher.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures was due to the failure to hire a full-time music teacher.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal 3 to achieve the desired outcomes, as measured by the above metrics are as follows:

Based upon the suspension rate (below 2%), expulsion rate (below 1%), attendance rate (near goal of 95%), and high responses on the school climate survey, the actions contributed to the desired outcomes.

ູກ wever, the chronic absenteeism rate remained in the orange level on the State Dashboard and is cause for additional interventions and ເຂັ້ນ tions.

യ് evidenced by the high ratings on the Priority 3 Self-Reflection tool, the actions to support parent and family engagement (3.2, 3.6, and 3.7) ടും contributed to the desired outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, the following changes will be made to the expected outcomes/metrics:

1. A new metric to quantify parent involvement and engagement has been added to the 2024 LCAP. It will include a metric to measure the survey response rate of parents.

The following changes will be made to the actions to achieve this goal:

1. A specific action (3.7) has been added to address the high chronic absenteeism rate of district students. Specifically, the district will increase targeted messaging and offer more recognition opportunities to promote high attendance and positive behavior.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Rigorous state content standards will be fully implemented in all district classrooms

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from Local Indicator Priority 2: Self-Reflection Tool (Implementation of State Academic Standards)	Use 2021-22 as a baseline	Policy Program and Support: "3's" in ELD and History-Social Studies; "5's" in ELA and Math; "4" in New Gen Science, "5" in ELA and Math (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)	Policy Program and Support: 4's in ELD, Math, History; 5's in ELA and Science (5 being full implementation and sustainability; 4 full implementation; 3 initial implementation; 2 beginning development; 1 exploration and research phase)	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 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	Maintain (5's) or increase by 1 level (3's and 4) per academic category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				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, focused classroom walkthroughs, teacher pairing). 4.6	
Results from Local Indicator Priority 1: Self-Reflection Tool (Basic)	Fully Credentialed Teachers and Appropriately Assigned Rate: 88.1% (2020-21 SARC) Students without Standards-Aligned Materials Rate: 0% (2020-21) Facilities that do not meet "good repair": 4 (2019-20 SARC's)	Fully Credentialed Teachers and Appropriately Assigned Rate: 89% (2021-22) Students without Standards-Aligned Materials Rate: 0% (2021-22) Facilities that do not meet "good repair": 5 (2020-21 SARC's)	Fully Credentialed Teachers and Appropriately Assigned Rate: 82.8% Students without Standards-Aligned Materials Rate: 0% 0% Facilities that do not meet "good repair": 4 (Per 2023-23 SARC)	Fully Credentialed Teachers and Appropriately Assigned Rate: 82.8% Students without Standards-Aligned Materials Rate: 0% 0% Facilities that do not meet "good repair": 4 (Per 2023-23 SARC)	Increase to and maintain a rate of 90% or higher for fully credentialed teachers; Maintain 0% for students w/o standards-aligned materials; Reduce facilities that do not meet "good repair" to 3 or less
udents have access d are enrolled in a	100%, ALL, UP, SWD	100%, ALL, UP, SWD	100%, ALL, UP, SWD	100%, ALL, UP, SWD	Maintain 100% access and enrollment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
broad course of study including ELA, Math, Science, Social Studies, Literature/Reading, PE/Health, Spanish (middle school 7th and 8th graders only), Art (elementary school only), Music, and other activity offerings as monitored through CalPads and Schoolwise, including unduplicated pupils and students with exception al needs.					

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of the actions to ensure rigorous state content standards were fully implemented in all district classrooms were mostly implemented during the 2023-24 year. The successes of Goal 4 are listed below:

- 4.1 Professional Development (PD): Fully implemented. Various PD opportunities on instructional best practices were offered to staff.
- 4.2 Full Implementation of CCSS, NGSS, and Health Standards: Fully implemented. All classes are implementing rigorous state contest standards.
- 4.3 Articulation: Fully implemented. Time was provided for teachers to visit other grade levels to articulate.
- 4.4 Collaboration: Fully implemented. Early Release Wednesdays were scheduled to support collaborations amongst colleagues.
- 5 Teacher Leadership: Fully implemented. Both sites had Instructional Leadership Teams that met regularly.
- Noved to 2.4 Standards-Based Trips: n/a ເດັດ 7 Civic Learning: Fully implemented. Grade
- ି ⁷ Civic Learning: Fully implemented. Grade levels took field trips to reinforce their studies of civics. Strong student leadership groups met Է jularly to plan events and encourage student participation.
- Transitional Kindergarten (TK): Fully implemented. TK was offered to all district students within the state-mandated age range.

4.9 Technology: Fully implemented. All district students have access to their own Chromebooks.

No challenges in the implementation were noted.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #4 to achieve the desired outcomes, as measured by the above metrics, are as follows:

- 4.1 Professional Development (PD)
- 4.2 Full Implementation of CCSS, NGSS, and Health Standards
- 4.3 Articulation
- 4.4 Collaboration
- 4.5 Teacher Leadership
- 4.6 Moved to 2.4 Standards-Based Trips
- 4.7 Civic Learning
- 4.8 Transitional Kindergarten (TK)
- 4.9 Technology

Based on the positive outcomes of the Priority 1 self-reflection tool, the goal's actions were effective in meeting the desired results in terms of implementing the state content standards. The actions for this goal were also effective in providing all students with access to a broad course of study.

However, due to the state's teacher shortage, the district fell short of its goal of maintaining a 90% or above fully credentialed rate.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, the following changes will be made to the expected outcomes/metrics: None made; however, the metrics for fully credentialed teachers and safe, clean, and functional facilities have been divided into to sub-metrics for clarity.

The following changes will be made to the actions to achieve this goal: A separate action was added to create a Technology Committee and Plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
5	The district will maintain and improve facilities to support and enhance the core commitments of instruction, safety, transportation, and food service.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool	2022-23	Complete Facility Inspection Tool and develop facility needs for repair or replacement. Determine priority list.	Approved priorities list including repainting both school sites and replacing gutters	4 areas less than good	Approved priorities list including repainting both school sites and replacing gutters
Stakeholder Survey	2022-23	Develop and conduct stakeholder survey with input from parents/guardians, staff and community. Evaluate results to determine stakeholder priorities	Proposal from California Financial Services was approved at the June board meeting	Survey given to District Staff in December	Proposal from California Financial Services was approved at the June board meeting
Facilities Plan Development Firm	2022-23	With the assistance of a facilities planning development firm create long term plan to address survey results	Proposal from California Financial Services (CFS) was approved at the June board meeting	CFS led the district through a needs assessment and staff survey	Proposal from California Financial Services was approved at the June board meeting
Page cilities Funding lvisory Firm of	2022-23	With the assistance of a facilities funding advisory firm	Proposal from California Financial Services was	Entered into partnership with consulting firm and	Proposal from California Financial Services was

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		determine school facilities funding opportunities	approved at the June board meeting	survey firm to test the community's interest in a 2024 bond measure	approved at the June board meeting
Facilities Committee Board Presentation	2022-23	Present findings to Board of Trustees to determine findings and development timeline/next steps	A facilities update presented at May 2023 meeting	Update reported to Board by California Financial Services at November meeting	A facilities update presented at May 2023 meeting

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of the actions to maintain and improve facilities to support and enhance the core commitments of instruction, safety, transportation, and food service in Goal 5 were mostly implemented during the 2023-24 year. The successes include:

- 5.1 Stakeholder Engagement: Fully Implemented. Successes include staff and community surveys to determine facilities' needs.
- 5.2 Facilities Improvements: Fully Implemented. Successes include gutter and siding replacements on aging portables.
- 5.3 Long-range facilities planning: Fully Implemented. Successes include the partnership between the district and a consultation and survey firm to determine the potential success of a school bond in the 2024 election.

NO challenges were identified in the implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal #5 to achieve the desired outcomes, as measured by the above metrics, are as follows: The actions to this goal were effective in meeting the desired outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected, the following changes will be made to the goal in order to best meet the needs and positive outcomes of students:

This goal will be put on hold until the results of the community survey are completed so the district can decide whether to proceed with a bond measure in the 2024 election.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

• Copy and paste verbatim from the 2023–24 LCAP.

Metric:

• Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

• Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

• Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

• When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023-24:

Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "Measuring and Reporting Results" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

al Analysis

ing actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in ieving the goal. Respond to the prompts as instructed.

lescription of any substantive differences in planned actions and actual implementation of these actions.

 Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

• Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
 - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a
 three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a
 description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. Located three miles south of Salinas, the town of Spreckels was established in 1899 by Claus Spreckels to house workers for his Spreckels Sugar Factory. Rich agricultural land serves as Spreckels' four boundaries and many community members work in ag-related businesses. The town of Spreckels was immortalized in John Steinbeck's novel Tortilla Flats and used in 1955 in the filming of East of Eden. Spreckels Union School District (SUSD) remained a one-school district until the opening of Buena Vista Middle School in 1997. Currently, SUSD is made up of two schools, Spreckels Elementary (TK-5) and Buena Vista Middle School (6-8). SUSD serves the children from the communities of Spreckels, Las Palmas, the Highway 68 Corridor, Indian Springs, Pine Canyon, Creekside, Serra Village, and Toro Sunshine. SUSD serves approximately 900 students living in south Salinas and nearby areas. Transitional kindergarten through fifth-grade students attend Spreckels Elementary School in downtown Spreckels, while 6th-8th grade students attend Buena Vista Middle School in the Las Palmas subdivision off of River Road. Based on 2022-23 DataQuest data, 43% of the students are white, 44% are Hispanic, 1% are Filipino, 3% are Asian, 1% are African-American, and 8% are two or more races. Approximately 8% of SUSD's students are English Language Learners (ELLs), and 21% are Socioeconomically Disadvantaged (SD). The district has three homeless students and no foster youth. The majority of Spreckels' graduates matriculate to Salinas High School (SHS). SHS's valedictorians for the past three years are SUSD graduates. The district did experience a significant decline in enrollment during the past two school years for various reasons and is making plans to address the decline. These enrollment numbers can be found at the Dataguest Website listed here: https://dg.cde.ca.gov/dataguest/dgcensus/EnrEthGrd.aspx?cds=2766225&agglevel=district&year=2022-23

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The analysis of district performance in the development process of the 2024-25 LCAP was utilized to inform and guide all elements of the SUSD LCAP as we seek to maximize measurable outcomes for our students. This data, including state and local data, have been used as communication tools with educational partners and in gathering their input. The successes and progress described in this section are based on SUSD's 2023 California Dashboard results, recent quantitative data (state and local), and qualitative data results from community member surveys.

The Student Group Report for 2023 shows that Suspension rates were low for all district student subgroups. Socioeconomically Disadvantaged students, Students with Disabilities, and White students performed in the green level, while Asian students, English learners, and Hispanic students performed in the blue level.

District students performed in the orange level, as a whole, in Chronic Absenteeism, with an overall rate of 13.3% which is an increase of 1% from the prior year. Socioeconomically Disadvantaged Students district-wide, at the elementary school, and at the middle school all performed in the red level, as did Students with Disabilities at the elementary school. Thus, a specific action will be included in this year's LCAP under Goal 3 to reduce chronic absenteeism. These clusters provide insight into the specific areas of academic and attendance opportunities, allowing for targeted interventions and support strategies to improve student outcomes.

District students performed at the highest level, blue, in English Learner Progress, with 57.7% of all students making progress. This was a 37.3% increase from the prior year.

English Language Arts showed All students performing at the medium (yellow) performance level. Students with Disabilities performed at the orange level; English learners, Students with Two or More Races, Socioeconomically Disadvantaged students, and White students performed in the yellow level; and Hispanic students performed at the green level. At the school site level, Students with Disabilities performed in the red level at the middle school; therefore, a specific action will be included in this year's LCAP for this subgroup under Goal 1.

Overall, district students performed in the orange level in Mathematics. Hispanic students and Students with Disabilities performed in the orange level; English learners, Socioeconomically Disadvantaged students, and White students performed in the yellow level; and students with Two or More Races performed in the green level. No students performed in the blue level. At the school site level, Students with Disabilities performed in the red level at the middle school; therefore, a specific action will be included in this year's LCAP for this subgroup under Goal 1.

Additionally, SUSD also met all Local Indicators.

address the identified learning loss and social-emotional trauma, SUSD initiated a three-year bridging program in 2021-22, which included utoring program, summer sessions, and increased intervention staffing and services. The bridging program also increased support for the cial-emotional needs of students by hiring two full-time district counselors, one for each school site. At the mid-point of the 2023-24 school ar, a total of 220 students were being supported by the district's bridging program. 88 students received targeted after-school tutoring

support, while 132 received small group support during the school day. Funding for the bridging program was tied to ESSER dollars that run out at the end of the 2023-24 school year. The district is brainstorming ways to offer similar types of support moving forward.

The district also maintained its support for its 76 English language learners (ELLs) by continuing the employment of a full-time English Language Development (ELD) teacher and instructional aide. SUSD also expanded its partnership with the California State University at Monterey Bay's Reading Center and doubled the number of students who received reading support from CSUMB mentors.

In terms of social-emotional learning (SEL) support, 112 students received individual counseling support during the 2023-24 school year. Additionally, all district students were taught SEL lessons from the new SEL curriculum presented by the schools' counselors.

SUSD was able to offer a variety of extracurricular activities throughout the year, including art and and after-school sports. The district, unfortunately, was unsuccessful in hiring a full-time music teacher. Instead, the district entered into smaller contracts with community partners to offer a Jazz Club at the middle school and Folklorico dancing at the elementary school. Grade-level field trips also increased as a result of a partnership between the district and its parent groups.

Common Core Standards New Generation Science Standards were consistently implemented in all district classrooms. The elementary school implemented a new science program, while the middle school implemented a new math adoption called I-Ready. Additionally, the elementary school strengthened its early reading support for all students by implementing a new reading assessment called DIBEL's. It also increased small group reading remediation through the SIPP's program.

To address the district's new facilities goal (Goal 5), the district hired a full-time Facilities Manager. Additionally, a facilities needs assessment was conducted. The district also entered into multiple contracts to determine the viability of placing a school bond on the 2024 ballot. The results of an upcoming community survey will determine the next steps for this district goal.

Overall, SUSD performance results for all students and for specific student groups, including its unduplicated population (English learner, low-income, foster youth), show that improvement is needed for various student groups. Data from the 2023 California School Dashboard and other state reporting showed performance gaps between student groups. Specifically, new targeted actions are included in the 2024 LCAP to address the chronic absenteeism rate of Socioeconomically Disadvantaged students district-wide. The LCAP will also include actions to improve the outcomes of Students with Disabilities at the middle school in English language arts and Math performance.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

n/a

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

n/a

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

n/a

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
SUMMARY OF PROCESS AND ENGAGEMENT Ongoing Education Partner engagement is an integral part of the planning process, and SUSD is dedicated to a collaborative approach as we involve all Educational Partners in the decision-making process for final LCAP development. The district's LCAP Educational Partners' Committee is made up of one board member, site and district administrators, teachers from both school sites, classified employees, bargaining unit representatives, parents from both school sites, parent group representatives, and parent representatives from the District's English Learner Advisory Committee. The committee met regularly to provide feedback and monitor the LCAP process. (Due to the district's small size, the Educational Partners' Committee also serves as the main Parent Advisory Committee.)	interpretation was offered for this meeting. Between Educational Partners' meetings, surveys to identify priorities were distributed to the entire staff, all parents/community members, and separately to Spanish-speaking families. Parent responses of unduplicated students were included in the survey results. The
TIMELINE At the initial February 1st meeting, the LCAP process and mid-year review were discussed. Since this year's LCAP meetings were held virtually, various comments were shared both verbally and in the chat room. Based on conversations from the initial meeting and survey responses that were obtained from aff, parents, and community members during the month of bruary, draft actions and services were presented at the mmittee's second meeting on March 14. Consensus feedback and orities from the stakeholders were integrated into the LCAP's goals, d a draft copy of goals and actions was shared and discussed at	

Educational Partner(s)	Process for Engagement
the Educational Partners' last meeting on May 2. A final draft of the LCAP was presented to the Committee on May 31 in advance of the Public Hearing on June 6. After revising the LCAP once again after obtaining final suggestions, a draft of the LCAP was posted to the district's website on June 3 to allow community members a chance to view and comment before the June 6 public hearing. All questions regarding the draft LCAP were answered in writing by the superintendent.	
STUDENT INPUT Student input was also obtained during the LCAP process. All 4th-8th students were given the Healthy Kids Survey in late April. (Full results of the survey can be found in the Goal 3 metrics.) Students' responses to the various climate questions were generally positive, especially at the elementary school. In addition to the survey, two middle school students served on Buena Vista's School Site Council and were part of the process for contributing to the school's single plan for achievement which contains similar goals to the district's LCAP.	All 4th-8th grade students took the Healthy Kids Survey in April. Additionally, two middle school students sat on the School Site Council which developed the site plan. Goals from the site plan are similar to the district's LCAP goals.
Survey results from students reflected their priorities for LCAP goals, especially Goals 2 and 3. Specifically, 69% of students listed field trips as their first extracurricular priority, followed by art classes (59%), more organized sports (58%), and drama (25%).	
PARENT/COMMUNITY INPUT Numerous parents serve on the LCAP Educational Partners' Committee. They represent both school sites, all three parent groups, the District's English Language Advisory Committee, and parents of Students with Disabilities. Discussions at committee meetings were shared with each group's respective stakeholders for additional input.	Regular committee meetings and surveys obtained the feedback and priorities of the district's parents and community members. The LCAP development was also discussed at regular and open board of trustees meetings.
Iditionally, two surveys were distributed to parents/community embers in February to determine priorities. Of the 155 rent/community surveys submitted, the following four priorities were expendiced: maintaining small class sizes, continuing after-school	

Educational Partner(s)	Process for Engagement
enrichment opportunities, maintaining safe and attractive facilities, and offering social-emotional support (counselors) for students. Parent responses included those from the district's 21% unduplicated students.	
Numerous staff members also serve on the LCAP Educational Partners' Committee. They represent administration/management, certificated teachers, classified staff, and leaders from both bargaining units. A separate survey was sent out to staff in February. Of the 35 survey responses, the following were top priorities: maintaining social-emotional support (counselors) for students, maintaining small class sizes, and maintaining the current intervention staffing.	Regular committee meetings and surveys obtained the feedback and priorities of the district's staff members. The LCAP development was also discussed at regular and open board of trustees meetings.
District English Language Advisory Committee (DELAC) Intentional outreach obtained feedback and priorities from the District's English Language Advisory Committee. At the February 15th DELAC meeting, LCAP Goal #2 was discussed at length. One additional action to the LCAP was identified: real-time Spanish-language interpretation at district meetings and events. Additionally, the community survey was sent out directly to the parents of English language learners in Spanish. Results indicated that continuing enrichment, maintaining safe and attractive facilities, continuing the district's tutoring program, and maintaining social-emotional support (counselors) were the top priorities.	Regular DELAC meetings throughout the year and a community survey helped obtain feedback from the District's English Language Advisory Committee. Additionally, two members of the DELAC were recruited to serve on the LCAP Educational Partners' Committee that offered real-time Spanish-speaking interpretation at its May meeting.
Local SELPA Page	A draft of LCAP Goals and Actions was shared with the Monterey County Office of Education SELPA on May 14 for feedback and consultation.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Various actions were revised and/or added that reflected the engagement of the district's educational partners.

In response to the information gathered from Educational Partners, the LCAP budget and updated Action descriptions for 2024-25 reflect the following:

- 1. The continuation of the district's intervention staff*
- 2. The continuation of full social-emotional support for students at both school sites*
- 3. The discontinuation of the district's bridging program*
- 4. The continuation of field trips paid for by a partnership of the district and its parent clubs
- 5. The continuation of after-school sports programs
- 6. The integration of the district's professional development for staff into one main, three-themed plan
- 7. The purchase of a new data monitoring software for English language learners (Elevate)
- 8. A partnership with Creative Interpretation Services to offer real-time Spanish language interpretation at district/school meetings and events
- 9. The inclusion of a new action to increase student engagement and attendance (Chronic Absenteeism Initiative)

*These programs were previously paid for by ESSER funds that terminate at the end of the 2023-24 school year. Discussions and survey results from Educational Partners helped to prioritize which programs to continue and which to discontinue due to a reduction in funding.

Goal

Goal #	Description	Type of Goal
	All struggling students experiencing learning loss and/or social-emotional difficulties will be provided appropriate support services to be successful.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created as students transitioned back to in-person learning after COVID-19. Even after three years of strategic interventions, both academic and social/emotional, students are still struggling to catch up. This goal focuses on learning recovery as well as continued social/emotional support.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1 Page 58 of 2	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=s	54.4% in ELA; 38.6% in Math in 2022-23			60.6% in ELA; 44.6% in Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	preckels&ct=3&cds=276 62250000000					
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&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=spreckels&ct=3&cds=276622500000000	37.2% in 2022-23			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%			Scores of 85% or above on both questions for both school sites	
1.4 Page 59 of 2	Local Assessment SES-DIBELS Beginning of Year (BOY)/End of Year (EOY) % "at or above benchmark" comparison	2023-24 DIBELS EOY minus BOY K:+17% 1: +29% 2: +18%			SES/DIBELs: +10% growth per grade level BVMS/GPA: 60% or higher at 3.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	BVMS-GPA 3.0 or greater at end of 2nd trimester Aeries Report	3: +3% 4: -15% 5: +8% BVMS: 215/328=66%				
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&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=spreckels&ct=3&cds=27662250000000	2023 CAASPP ELA: 11.1% Math: 6.4%			ELA: 21.1% Math: 16.4%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

lescription of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Staffing	Maintain a full-time intervention teacher at SES to support struggling students; Offer math intervention support during activity period at BVMS	\$200,048.00	No
1.2	Professional Development (PD)	Implement the district's three-themed PD plan that prioritizes data-driven decision making, instructional differentiation/Universal Design, and project-based learning.	\$30,299.00	No
1.3	Social-emotional support for students	Maintain two full-time district counselors, one at each school site	\$227,977.00	No
1.4	SPED and Intervention Programs Oversight and Alignment	Provide collaboration time for SPED and Intervention staffs to articulate and monitor student progress		No
1.5	Intervention Curriculum and Training	Continue implementing DIBEL's and SIPP's at the elementary school to provide early detection and intervention for struggling readers	\$16,125.00	No
1.6	Middle School Transition	Continue the "Links" program and 5th Grade "Shadow Day" to better support students transitioning from elementary to middle school	\$1,202.00	No
1.7	Extended Learning Opportunities	Develop and implement an extended learning opportunities plan (ELOP)		No
4-25 Lo	Local Control and Accountab	ility Plan for Spreckels Union School District		Page 12 of

Action #	Title	Description	Total Funds	Contributing
1.8	Academic support and professional development to target needs of Students with Disabilities	Targeted professional development in Universal Design for Learning for all teachers		No
1.9	Social-Emotional Curriculum	Continue having counselors implement the Character Strong curriculum in all classrooms	\$2,700.00	No

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal directly addresses the needs of all of the district's unduplicated students. By maintaining the staffing to support the district's ELL's, increasing the staffing to support unduplicated students in critical grade levels, and providing enhanced professional development in ELD best practices for all district teachers, the district anticipates consistent improvement with reclassification rates, CAASPP scores in ELA and Math, and the English Learner Progress Indicator rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1 Page 63 of 2	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=00000000	ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1% Math: EL: 20.0%			ELA: EL: 23.2% SED: 47.7% Math: EL: 26.0% SED: 36.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	&lstGroup=1&lstSubGro up=1&lstSchoolType=A& lstGrade=13&Keyword=s preckels&ct=3&cds=276 62250000000					
2.2	English Learner Progress Indicator (ELPI) rate on the State Dashboard https://www.caschooldas hboard.org/reports/2766 2250000000/2023#engli sh-learner-progress-card	2022-23 ELPI 57.7%			Maintain or exceed a rate of 50%	
2.3	English Learner Reclassification Rate Local Data	22/76, 29% in 2023-24			Maintain or exceed a rate of 25%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

^ description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ot Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing to support English Language Development	Maintain the current 1.0 Full Time Equivalent (FTE) English Language Development (ELD) teacher and .75 FTE instructional aide at SES; expand the ELD staffing for an additional class period at BVMS to increase focus and support of long-term English language learners	\$186,982.00	Yes
2.2	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.	\$13,550.00	Yes
2.3	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Offer Spanish-speaking counseling service to allow for ELs to access social emotional and mental heath supports in their preferred language.	\$2,000.00	Yes
2.4	Transportation	Free transportation services will be offered to unduplicated students to ensure they are able to attend school on time, everyday.	\$11,000.00	Yes
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.	\$4,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Enrichment opportunities for unduplicated students	Provide free enrichment opportunities (i.e. field trips, after-school enrichment opportunities, Science Camp, etc.) to unduplicated students to enrich the classroom educational experience, and increase student engagement and attendance.	\$21,356.00	Yes
2.7	Intervention staffing for unduplicated students	Continue staffing two .75 instructional aides for pull-out support of unduplicated students in impacted primary grades	\$58,500.00	Yes
2.8	English language learner (ELL) progress monitoring	Purchase and implement new EL data monitoring platform to track district's progress for students who are English learners (Elevate)	\$7,200.00	Yes
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.	\$12,000.00	Yes
2.10	Partnership with CSUMB	Partner with CSUMB's Reading Center to provide mentors for struggling readers	\$84,744.00	Yes

Goal

Goal #	Description	Type of Goal
3	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 the 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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to increase parent and student engagement post-COVID. Chronic absenteeism rates for All Students, and especially in vulnerable subgroups, are at an all-time district high.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1 Page 6	Chronic Absenteeism Rate https://www.caschooldas hboard.org/reports/2766 2250000000/2023#chron ic-absenteeism-card				7.3% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2 Page 68 of	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 77% felt "positive behavior was noticed at school"; 23% did not 91% felt "they got along well with others"; 9% did not 84% felt "safe at school"; 16% did not 64% felt "students treated each other with respect"; 36% did not 93% felt "an adult at school would help them if they needed it"; 7% did not 65% felt "students followed rules in class			80% at 3 or 4 on all statements	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		so teachers could teach"; 35% did not 6th-8th Grades: 55% "liked" school; 45% did not 73% felt "successful at school"; 27% did not 70% felt "the school set high standards for achievement"; 30% did not 79% felt "the school set clear rules for behavior"; 21% did not 71% felt "teacher treated them with respect"; 29% did not 64% felt "behaviors in class allow teachers to teach:; 36% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 68% felt "safe at school"; 32% did not 61% felt "there was an adult to talk to if they needed help"; 39% did not				
3.3 Page 69 of	Suspension and Expulsion Rates https://www.caschooldas.hboard.org/reports/2766	2023 .6% Suspension Rate 2022-23 0% Expulsion Rate			Maintain a rate of 1% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2250000000/2023#susp ension-rate-card https://dq.cde.ca.gov/dat aquest/Expulsion/ExpSe archName.asp?TheYear =2022- 23&cTopic=Expulsion&c Level=District&cName=s preckels&cCounty=&cTi meFrame=S					
3.4	Attendance Rate at P2 CBEDS	94.43% on 2023-24 P2			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	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			Maintain an average of 4.0 or higher for each subsection	
9. Page 70 of 2	Middle School Dropout Rate 2023-24 CALPADS Report 14.1	0%			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Parent Responses to Spring Survey Local Data	166 survey responses			Increase the number survey responses by 20% (or 200 total)	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1 Page 71 o	•	Recruit for both internal (SUSD staff) and external (SUSD community members and partners, parent volunteers, etc.) enrichment teachers/coaches by offering competitive stipends and covering the costs of fingerprinting	\$17,733.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent and community partnerships	Continue partnering with parent groups to offer diverse enrichment opportunities (i.e. full-time music teacher, art program, Folklorico program, Jazz Club, etc.)	\$150,804.00	No
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	\$3,694.00	No
3.4	Curriculum	Purchase additional novels for library and individual classrooms to support the priorities of diversity and equity.	\$3,000.00	No
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	\$1,000.00	No
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	\$5,000.00	No
3.7	Attendance and Student Engagement	Implement a district initiative to improve student attendance and decrease chronic absenteeism (especially with unduplicated students)	\$2,200.00	No
3.8 Page .	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

Goal

Goal #	Description	Type of Goal
4	Provide full access to rigorous state content standards in all district classrooms	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has made good progress in the implementation of Common Core State Standards and New Generation Science Standards. However, ongoing professional development and training are required to identify gaps in student achievement and implement best practices of instruction. Actions in this goal include expanded professional development in all subject areas, providing collegial articulation and collaboration time, and supporting curriculum leadership teams at both sites. The district expects that these actions will lead to improvement in all curriculum-specific metrics including ones that measure implementation of state academic standards, stakeholder feedback on instruction and academic rigor, student access to courses, and basic requirements such as credentialing, instructional materials, and facilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1 Page 73 or	Self-Reflection Tool (Implementation of State Academic Standards)	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			Maintain an average of 4.5 in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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				
		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, focused classroom walkthroughs, teacher pairing). 4.6				
4.2 Page 74	Fully Credentialed Teacher Rate	78.5% in 2021-22			85% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://www.cde.ca.gov/d s/ad/tamo.asp					
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	100% for all students			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.spreckelsdi strict.org/Our- Schools/Spreckels- Elementary/School- Accountability-Report- Card/index.html			2 or fewer areas below good	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development (PD)	See Goal 1: Action 2		No
4.2	Full Implementation of CCSS, NGSS, and Health Standards	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.).	\$113,783.00	No
4.3	Curricular Alignment and Articulation	Provide necessary time and resources to continue vertical TK-8 and 8th-high school articulation.	\$2,440.00	No
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
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.	\$12,188.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Civic Learning	Provide opportunities and resources for students and staff to take part in	\$4,000.00	No
	J	various civic learning activities (e.g. Constitution Day, 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
4.8	Technology Committee and Plan	Maintain the district's 1:1 deployment of chromebooks; create a district Technology Committee to develop an updated Technology Plan	\$16,835.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal				
5						
State Prio	State Priorities addressed by this goal.					
An explanation of why the LEA has developed this goal.						

Measuring and Reporting Results

	Meti	ric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action # Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$402,232	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year		LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.578%	0.073%	\$6,634.72	4.651%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #		Metric(s) to Monitor Effectiveness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

	of the action in improving outcomes for the undu	phodical cidaciti group(c) iiii so iiicacarcar	
Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	Action: Staffing to support English Language Development Need: English Learner Progress Indicator (ELPI) rate on the State Dashboard of 57.7% Scope: Limited to Unduplicated Student Group(s)	To provide designated support for English language learners (ELL), the district will continue staffing its English language development (ELD) team. This includes the continuation of a full-time ELD teacher and aide at the elementary school who meet regularly with small groups of ELL students who need pull-out designated support. The ELD teacher and aide also conduct all CELDT testing for the district and monitor all ELL students' progress. The action also includes increasing the ELD support at the middle school to provide more designated support for any middle school long-term ELL's. An additional period of ELD support has been added to the 2024-25 middle school schedule.	English Learner Progress Indicator (ELPI) rate on the State Dashboard
2.2 Page 81 of	Action: Professional Development (PD) Need: A wide achievement gap exists between Unduplicated Students and All Students in the district on CAASPP test scores. 2023 CAASPP All Students: 54.4% in ELA; 38.6% in Math Unduplicated Students	This PD will support teacher best practices in differentiated instruction to meet the needs of diverse learners. It will also include training in Universal Design for Learning, which supports teachers in presenting information and content in different ways so that all students may access.	2023 CAASPP ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1% Math: EL: 20.0% SED: 30.8%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1%		
	Math: EL: 20.0% SED: 30.8%		
	Scope: Limited to Unduplicated Student Group(s)		
2.3	Action: Social-emotional support for unduplicated students (English learners, low-income, foster youth)	This action is designed to give Spanish-speaking families access to services. The district will contract with local agencies to provide Spanish-speaking counseling services for students to support social, emotional, and mental health needs.	Number of students served by Spanish- speaking counselor Suspension Rates for ELs
	Need: Currently, district counselors do not speak Spanish. Need to provide Spanish speaking counselors has been raised by our local community.		
	Scope: Limited to Unduplicated Student Group(s)		
2.4 Page 82 of 25	Action: Transportation Need: Socioeconomically disadvantaged students' chronic absenteeism rate was at the red performance level district-wide.	Providing free transportation for all unduplicated students will help to improve attendance and engagement by ensuring access to safe, reliable busses to and from school.	SD students chronic absenteeism rate of 22.4% https://www.caschooldashboard.org/reports/27662250000000/2023/academicengagement#chronicabsenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.5	Action: Technology Need: A wide achievement gap exists between Unduplicated Students and All Students in the district on CAASPP test scores. 2023 CAASPP All Students: 54.4% in ELA; 38.6% in Math Unduplicated Students ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1% Math: EL: 20.0% SED: 30.8% Scope: Limited to Unduplicated Student Group(s)	By providing technology devices and wifi to unduplicated students, the district will ensure equal access of technology.	2023 CAASPP ELA: English Learners: 17.2% Socioeconomically Disadvantaged Students: 41.1% Math: EL: 20.0% SED: 30.8%
2.6 Page 83 of	Action: Enrichment opportunities for unduplicated students Need:	By increasing opportunities for enrichment for unduplicated students, the district expects to see an increase of unduplicated engagement and attendance.	SD students chronic absenteeism rate of 22.4% https://www.caschooldashboard.org/reports/27662250000000/2023/academic-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Socioeconomically disadvantaged students' chronic absenteeism rate was at the red performance level district-wide. Scope: Limited to Unduplicated Student Group(s)		engagement#chronic- absenteeism
2.7	Action: Intervention staffing for unduplicated students Need: Due to budget cuts, class sizes in grades 2 & 3 are higher than in previous years, increasing the staff-to-student ratio. In addition, 2023 CAASPP results show the following need: ELA % at or exceeding standard: EL: 17.2% SED: 41.1% Math % at or exceeding standard: EL: 20.0% SED: 30.8% Scope: Limited to Unduplicated Student Group(s)	Having an extra instructional aide per grade level at the grades 2 & 3 level allows more more small group instruction.	District class sizes in grades 2 & 3 have increased to approximately 29 versus 25 due to budget shortfalls. In addition, monitor 3rd grade 2024 CAASPP: ELA % at or exceeding standard and Math % at or exceeding standard for EL and DED
2.8 Page 84 of 25	Action: English language learner (ELL) progress monitoring Need:	Currently, all EL student data is entered manually into simple spreadsheets, making long-term monitoring tracking difficult. This action is designed to support our ELD programs, with	2024 ELPI Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2022-23 ELPI 57.7%	ELPAC/ELPI score analysis, and EL/RFEP progress monitoring.	
	Scope: Limited to Unduplicated Student Group(s)		
2.9	Action: Interpreting Services for ELL families Need: The district only has 8.3% English learners which often limits the resources provided to Spanish-speaking parents. Scope: Limited to Unduplicated Student Group(s)	The district hopes to attract more non-English-speaking parents to events and activities by offering real-time interpretation services.	Increase in the percentage of ELL parents who attend district events and activities.
2.10 Page 85 of	Action: Partnership with CSUMB Need: Unduplicated students lag behind All students in CAASPP ELA scores Scope: Limited to Unduplicated Student Group(s)	Providing struggling unduplicated students with increased 1:1 reading support from college reading mentors	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/Dash ViewReportSB?ps=true&ls tTestYear=2023&lstTestTy pe=B&lstCounty=27&lstDi strict=66225-000&lstSchool=0000000&l stGroup=1&lstSubGroup=1&lstSubGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=spreck els&ct=3&cds=276622500 00000

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			English Learner Progress Indicator (ELPI) rate on the State Dashboard https://www.caschooldashboard.org/reports/27662250000000/2023#englishlearner-progress-card

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

There are NO limited actions contributing to meeting the increased or improved services requirement that is associated with a PLANNED PERCENTAGE of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

n/a

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
aff-to-student ratio of rtificated staff providing ect services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,785,477	402,232	4.578%	0.073%	4.651%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$743,694.00	\$372,595.00	\$2,700.00	\$94,271.00	\$1,213,260.00	\$845,992.00	\$367,268.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention Staffing	All	No					\$199,048.0 0	\$1,000.00	\$120,902.00	\$1,000.00		\$78,146.00	\$200,048 .00	
1	1.2	Professional Development (PD)	All	No					\$27,424.00	\$2,875.00		\$30,299.00			\$30,299. 00	
1		Social-emotional support for students	All	No					\$227,977.0	\$0.00	\$171,103.00	\$56,874.00			\$227,977 .00	
1		SPED and Intervention Programs Oversight and Alignment	Students with Disabilities	No												
1		Intervention Curriculum and Training	All	No					\$0.00	\$16,125.00				\$16,125.00	\$16,125. 00	
1	1.6	Middle School Transition	All	No					\$1,202.00	\$0.00	\$1,202.00				\$1,202.0 0	
1		Extended Learning Opportunities	All	No												
1		Academic support and professional development to target needs of Students with Disabilities	Students with Disabilities	No												
1		Social-Emotional Curriculum	All	No					\$0.00	\$2,700.00			\$2,700.00		\$2,700.0	
2 Page	2.1	Staffing to support English Language Development		Yes	Limite d to Undupli cated Student Group(s)		All Schools		\$181,982.0 0	\$5,000.00	\$186,982.00				\$186,982 .00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Professional Development (PD)		Yes	Limite d to Undupli cated Student Group(s)		All Schools		\$0.00	\$13,550.00	\$13,550.00				\$13,550. 00	
2	2.3	Social-emotional support for unduplicated students (English learners, low-income, foster youth)		Yes	Limite d to Undupli cated Student Group(s)		All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.0	
2	2.4	Transportation		Yes	Limite d to Undupli cated Student Group(s)		All Schools		\$0.00	\$11,000.00	\$11,000.00				\$11,000. 00	
2	2.5	Technology		Yes	Limite d to Undupli cated Student Group(s)		All Schools		\$0.00	\$4,900.00	\$4,900.00				\$4,900.0	
2	2.6	Enrichment opportunities for unduplicated students		Yes	Limite d to Undupli cated Student Group(s)		All Schools		\$0.00	\$21,356.00	\$21,356.00				\$21,356. 00	
2	2.7	Intervention staffing for unduplicated students		Yes	Limite d to Undupli cated Student Group(s)		Specific Schools: Spreckel s Elementa ry School 2nd and 3rd Grades		\$58,500.00	\$0.00	\$58,500.00				\$58,500. 00	
2 Page 88 of	2.8	English language learner (ELL) progress monitoring		Yes	Limite d to Undupli cated Student Group(All Schools		\$0.00	\$7,200.00	\$7,200.00				\$7,200.0 0	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope s)	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Interpreting Services for ELL families		Yes	Limite d to Undupli cated Student Group(s)		All Schools		\$0.00	\$12,000.00	\$12,000.00				\$12,000. 00	
2	2.10	Partnership with CSUMB		Yes	Limite d to Undupli cated Student Group(s)		Specific Schools: Spreckel s Elementa ry School K-5		\$0.00	\$84,744.00	\$84,744.00				\$84,744. 00	
3	3.1	Teacher/supervisor/coac h recruitment and compensation	All	No					\$16,433.00	\$1,300.00	\$17,733.00				\$17,733. 00	
3	3.2	Parent and community partnerships	All	No					\$115,104.0 0	\$35,700.00		\$150,804.00			\$150,804 .00	
3	3.3	Equity Committee	All	No					\$3,694.00	\$0.00	\$3,694.00				\$3,694.0 0	
3	3.4	Curriculum	All	No					\$0.00	\$3,000.00		\$3,000.00			\$3,000.0 0	
3	3.5	Outreach, Communication, and Access	All	No					\$0.00	\$1,000.00	\$1,000.00				\$1,000.0 0	
3	3.6	Family/Community Education	All	No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.0 0	
3	3.7	Attendance and Student Engagement	All	No					\$0.00	\$2,200.00	\$2,200.00				\$2,200.0 0	
3	3.8	Employee Retention and Recruitment	All	No												
4	4.1	Professional Development (PD)	All	No												
4	4.2	Full Implementation of CCSS, NGSS, and Health Standards	All Students with Disabilities	No I					\$0.00	\$113,783.00		\$113,783.00			\$113,783 .00	
Page 89	4.3	Curricular Alignment and Articulation	All	No					\$2,440.00	\$0.00	\$2,440.00				\$2,440.0 0	
89 4	4.4	Collaboration	All	No												

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Location Student Group(s)	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Teacher Leadership	All	No				\$12,188.00	\$0.00	\$12,188.00				\$12,188. 00	
4	4.6	Civic Learning	All	No				\$0.00	\$4,000.00	\$4,000.00				\$4,000.0 0	
4		Transitional Kindergarten (TK)	тк	No											
4	4.8	Technology Committee and Plan	All	No				\$0.00	\$16,835.00		\$16,835.00			\$16,835. 00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,785,477	402,232	4.578%	0.073%	4.651%	\$402,232.00	0.000%	4.578 %	Total:	\$402,232.00
								LEA-wide	\$0.00

LEA-wide \$0.00
Total: \$402,232.00
Schoolwide Total: \$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Staffing to support English Language Development	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$186,982.00	
2	2.2	Professional Development (PD)	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$13,550.00	
2	2.3	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$2,000.00	
2	2.4	Transportation	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$11,000.00	
2 Page	2.5	Technology	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$4,900.00	
•. ge 91 of	2.6	Enrichment opportunities for unduplicated students	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$21,356.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Intervention staffing for unduplicated students	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Spreckels Elementary School 2nd and 3rd Grades	\$58,500.00	
2	2.8	English language learner (ELL) progress monitoring	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$7,200.00	
2	2.9	Interpreting Services for ELL families	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$12,000.00	
2	2.10	Partnership with CSUMB	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Spreckels Elementary School K-5	\$84,744.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,529,250.00	\$1,399,429.00

Last Year's Goal #			Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)	
1	1 1.1 Intervention Staffing		No	\$89,698.00	86,698	
1	1.2	Professional Development (PD)	No	\$15,030.00	15,030	
1	1.4	Social-emotional support for students and staff	No	\$219,060.00	219,030	
1	1.5	SPED and Intervention Programs Oversight	No	\$0.00	0.00	
1	1.6	Curriculum	No	\$2,000.00	2,0000	
1	1.7	Bridging Program	No	\$99,568.00	99,568	
1	1.8	Class Sizes at Buena Vista Middle School	No	\$113,097.00	113,097	
1	1.9	Intervention Staffing	No	\$117,569.00	117,569	
1	1.11	Middle School Transition	No	\$550.00	550	
1	1.12	Social Emotional Learning (SEL) Curriculum	No	\$7,665.00	7,665	
2 2 4-25 Local (2.1	Staffing to support English Language Development	Yes	\$186,981.00	186,981	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)	
2	2.2	Professional Development (PD)	Yes	\$52,152.00	52,152	
2	2.3	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	\$10,140.00	10,140	
2	2.4	Transportation	Yes	\$11,000.00	11,000	
2	2.6	Technology	Yes	\$3,000.00	3,000	
2	2.8	Enrichment opportunities for unduplicated students	Yes	\$86,434.00	86,434	
2	2.9	Partnership with CSUMB's Writing Center	Yes	\$85,800.00	85,800	
2	2.10	Intervention staffing for unduplicated students	Yes	\$55,387.00	55,387	
3	3.1	Teacher/supervisor/coach recruitment	No	\$41,878.00	41,878	
3	3.2	Parent and community partnerships	No	\$140,997.00	31,206	
3	3.3	Employee Retention	No	\$0.00	0	
3	3.4	Professional Development (PD)	No	\$4,591.00	4,591	
3 Pag	3.5	Curriculum	No	\$5,000.00	5,000	
3 Page 94 of 2	3.6	Outreach, Communication, and Access	No	\$2,000.00	2,000	

	st Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
	3 3.7 Family/Com		Family/Community Education	No	\$5,000.00	5,000
	3	3.9	Equity Committee	No	\$0.00	0.00
	4	4.1	Professional Development (PD)	No	\$14,377.00	14,377
	4	4.2	Full Implementation of CCSS, NGSS, and Heath Standards	No	\$110,136.00	110,136
	4	4.3	Articulation	No	\$1,636.00	1,636
	4	4.4	Collaboration	No	\$0.00	0.00
	4	4.5	Teacher Leadership	No	\$12,195.00	12,195
	4	4.6	**Moved to 2.4**Standards-Based Trips	Yes	\$0.00	0.00
	4	4.7	Civic Learning	No	\$1,309.00	1,309
	4	4.8	Transitional Kindergarten (TK)	No	\$0.00	0.00
	4	4.9	Technology	No	\$0.00	0.00
	5	5.1	Stakeholder Engagement	No	\$0.00	0.00
Page 95	5	5.2	Facilities Improvements	No	\$0.00	0.00
95 (5	5.3	Long-range facilities planning	No	\$35,000.00	0.00

Last Year's Goal #			Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	**Removed from the LCAP in 23-24 Facilities Funding Advisory Firm	No	\$0.00	0.00
5	5.5	**Removed from the LCAP in 23-24 Board Presentation	No	\$0.00	0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
400,238	\$490,894.00	\$490,894.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Prior Action/Service Title Action #		Contributing to Increased or Improved Services?		Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)				
2	2.1	Staffing to support English Language Development	Yes	\$186,981.00	186,981.00						
2	2.2	Professional Development (PD)	Yes	\$52,152.00	52,152.00						
2			Yes	\$10,140.00	10,140.00						
2	2.4	Transportation	Yes	\$11,000.00	11,000.00						
2	2 2.6 Technology		Yes	\$3,000.00	3,000.00						
2	2.8	Enrichment opportunities for unduplicated students	Yes	\$86,434.00	86,434.00						
2	2.9	Partnership with CSUMB's Writing Center	Yes	\$85,800.00	85,800.00						
2	2.10	Intervention staffing for unduplicated students	Yes	\$55,387.00	55,387.00						
4	4.6	**Moved to 2.4**Standards- Based Trips	Yes	\$0.00	0.00						
o Dele Page 97 of 2	Trips To Add a Row: Click "Add Row." Do Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page. Of Of										

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	Services for the	for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,092,591	400,238	1.07%	5.472%	\$490,894.00	0.000%	5.399%	\$6,634.72	0.073%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- Meaningful Engagement of Educational Partners: The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- Accountability and Compliance: The LCAP serves an important accountability function because the nature of some LCAP template sections
 require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - NOTE: As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

se instructions address the requirements for each section of the LCAP, but may include information about effective practices when eloping the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information sharing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
 and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

lections: Technical Assistance

⇒ applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

• Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The tis to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA aged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this tion.

I⊆ :quirements

School districts and COEs: EC sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: EC Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers.
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Priore the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- Page 103 of For school districts, see Education Code Section 52062 (California Legislative Information);
 - o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity
 Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

I ascription of how the adopted LCAP was influenced by the feedback provided by educational partners.

େ cribe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the cational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement
 process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within
 the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

lଛୁ :quirements and Instructions

\(\frac{1}{6}\) is should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs row it consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are uded in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving
 Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The <u>LCFF State Priorities Summary</u> provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

 $\S_{\Omega}^{\mathbf{D}}$ te Priorities addressed by this goal.

tify each of the state priorities that this goal is intended to address.

/으 explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

I $_{\mbox{\scriptsize ∇}}$ ntify each of the state priorities that this goal is intended to address.

explanation of why the LEA has developed this goal.

lain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidencebased services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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te Priorities ntify the type of goal being implemented as a Broad Goal.

te Priorities addressed by this goal.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- Required metrics for LEA-wide actions: For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- Required metrics for Equity Multiplier goals: For each Equity Multiplier goal, the LEA must identify:
 - o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

Enter the metric number.

Metric

• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan.
 LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

- accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and
 the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "Measuring and Reporting Results" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - o Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages
of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or
percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

Enter the action number.

Title

Provide a short title for the action. This title will also appear in the action tables.

cription

Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each
 action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for
 the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth,
 English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

 Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - Note: for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in EC Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely randed to one or more unduplicated student group(s) (Limited action).

refore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

• Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

• Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

La F Carryover — Percentage

Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for ν_σ m the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis. age 117 of

As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

• Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

• For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school
 LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the
 funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at
 selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- Page 120 of 1. Projected LCFF Base Grant: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- 2. Projected LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- 3. Projected Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- LCFF Carryover Percentage: Specify the LCFF Carryover Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- Total Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- Goal #: Enter the LCAP Goal number for the action.
- Action #: Enter the action's number as indicated in the LCAP Goal.
- Action Title: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- Contributing to Increased or Improved Services?: Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - Scope: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- Total Non-Personnel: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- Federal Funds: Enter the total amount of Federal Funds utilized to implement this action, if any.
- Page **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
 - Planned Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as I-25 Local Control and Accountability Plan for Spreckels Union School District Page 73 of 77

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

• Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- Estimated Actual Expenditures for Contributing Actions: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- Estimated Actual Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- 9. Estimated Actual LCFF Base Grant: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- 10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

${\overset{{\bf T}}{\omega}}$ • 5. Total Planned Percentage of Improved Services

- o This percentage is the total of the Planned Percentage of Improved Services column.
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

• This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

• 6. Estimated Actual LCFF Supplemental and Concentration Grants

 This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

• 5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column.
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

FF Carryover Table

• 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)

This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base
 Grant (9) plus the LCFF Carryover – Percentage from the prior year.

• 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

• This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

• 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

• 13. LCFF Carryover — Percentage (12 divided by 9)

This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education November 2023

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of- Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	48.0	78.5%	1.2%	6.2%	8.0%	5.4%	0.7%	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	4

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common CoreState Standards for ELA)
- Mathematics Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

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.

Rating Scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science				4	

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, focused classroom walkthroughs, teacher
pairing).

Rating Scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

A new math program (I-Ready) was adopted and implemented during the 2023-24 school year at the middle school. The district has been successful in aligning classroom instruction to the newest ELA, Math, Science, and ELD standards as well as providing professional development in those areas. The district does not have Career Technical Education as a TK-8 district.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research 2024-25 Local Performance Indicator Self-Reflection for Spreckels Union School District

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has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: 1

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

- 1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- Engage educational partners in determining what data and information will be considered to complete the selfreflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 Exploration and Research
 - 2 Beginning Development
 - 3 Initial Implementation
 - 4 Full Implementation
 - 5 Full Implementation and Sustainability

- 4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
- 5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

	Practices	Rating Scale Number
1.	Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2.	Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3.	Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4.	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district has taken many steps in building positive relationships between school staff and families. Various events are planned throughout the year to bring staff and families together, including Family Reading Night, Open House, Courageous Conversations, and (new this year) the first-ever Multicultural Day.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The district will continue to offer events that are multi-cultural and inclusive, like this year's Multicultural Day, to better connect with families who may have felt less connected to the school than others.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The district has included specific goals and actions in the 2024-25 LCAP (Goals 2 and 3) to address any shortcomings in family engagement. Specifically, the district will enhance its communication and translation services to better support underrepresented families in the district and increase access to information (updates, board meetings, etc.) by expanding its ParentSquare applications and providing additional training at a Parents' Academy before the 2024-25 school year begins. The district will also centralize its messaging platforms and rely more on

social media to be more efficient in its communications with families and the community. Finally, the district has added an action to the 2024-25 LCAP that provides real-time Spanish-speaking interpretation (Goal 2: Action 9) for district meetings and events.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

	Practices	Rating Scale Number
5.	Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6.	Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7.	Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8.	Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district has stived to build partnerships to support student outcomes. Specifically, the district's LCAP continues to include an action to provide all staff with adequate time for articulation and collaboration so teachers, principals, and support staff can support students and families. Many steps have been taken to provide relevant information in parents' home language, including a new action in this year's LCAP that provides real-time Spanish-speaking interpretation at district meetings and events. Also, a great deal of time and energy has gone into establishing Special Education protocols for IEP's to ensure that parents understand and can exercise their legal rights and advocate for their students. Similar time and energy have also gone into vetting the district's compliance with digital learning and student privacy issues: https://spreckelsdistrict.org/programs-services/technology/student-privacy/.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district will continue to prioritize building partnerships for student outcomes with families and also with local organizations. For example, in the 2024-25, Goal 3: Action 2 calls for the district to continue partnering with parent groups to offer diverse enrichment opportunities (i.e. full-time music teacher, art program, Folklorico program, Jazz Club, etc.).

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the addition of a full-time ELD teacher and aide, the district has done much better in targeted and personalized outreach to underrepresented families. The year, the district held its second celebration for 20 newly reclassified 2024-25 Local Performance Indicator Self-Reflection for Spreckels Union School District

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ELL students. The celebration was attended by many staff as well as the students' families. The District's English Language Advisory Committee met more often in 2023-24 than in past years and helped to organize the district's first-ever Multicultural Day which celebrated the various cultures of the district's students and families. Last, a new action, Goal 2: Action 9, provides real-time Spanish-speaking interpretation for district events and meetings.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

	Practices	Rating Scale Number
1.	Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2.	Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3.	Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4.	Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district has improved its efforts in seeking input for decision-making. An LCAP Educational Partners' Committee met regularly to monitor the progress of the district's LCAP as well as make recommendations on goals and actions. Moreover, the District's English Language Advisory Committee met numerous times this year to review and make recommendations to the ELD plan, LCAP Goal #2, and other relevant topics. Surveys are sent to various stakeholder groups in the spring to obtain additional feedback. In early August before the school year begins, the district will offer a Parents' Academy to support the use of various technology and communication tools.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to take steps to improve seeking input for decision-making. The steps are outlined in LCAP Goals 2 and 3.

 Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. Based on local data and self-reflection, the district has improved its efforts in relation to seeking input for decision-making from underrepresented groups, including offering Spanish-speaking interpretation services and offering a Parents' Academy.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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2024 School Climate Survey Results Given to all District Students in Grades 4-8
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
77% felt "positive behavior was noticed at school": 23% did not
91% felt "they got along well with others"; 9% did not
84% felt "safe at school"; 16% did not
64% felt "students treated each other with respect"; 36% did not
93% felt "an adult at school would help them if they needed it"; 7% did not
65% felt "students followed rules in class so teachers could teach"; 35% did not
6th-8th Grades:
55% "liked" school; 45% did not
73% felt "successful at school"; 27% did not
70% felt "the school set high standards for achievement"; 30% did not
79% felt "the school set clear rules for behavior"; 21% did not
71% felt "teacher treated them with respect"; 29% did not
64% felt "behaviors in class allow teachers to teach:; 36% did not
32% felt "students are frequently recognized for good behavior"; 68% did not
68% felt "safe at school": 32% did not
61% felt "there was an adult to talk to if they needed help"; 39% did not
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Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, the survey results at the elementary school are very positive, with the highest items being students who thought they "did their best in school," "gave their best effort," felt "teachers treated them with respect," and felt "an adult at school would help them in they needed it." The two lowest areas at the elementary school involved peer interactions and behaviors: "students treated each other with respect" and "students followed rules in class so teachers could teach."

Survey results at the middle school followed the historic pattern of being significantly lower than elementary school students. Only 55% of students "liked school;" 64% felt "behaviors in class allow teachers to teach;" 61% felt "there was an adult to talk to if they needed help;" and 32% felt they "were recognized for good behavior."

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The middle school results indicate a need to focus on improving the school's climate and culture. LCAP Goal 3 focuses on providing opportunities for students to feel more connected to school and will be customized at the site level to include new programs for recognition and positive behavior for students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Considering the small size of the district (one elementary school and one middle school) the district relies on administrators' observations to assess the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students in the district have access to a broad course of study. All TK-5 students (with the exception of SDC students) are enrolled in regular general education classes that teach the CA content standards. Students who are pulled for additional supports (e.g. intervention, SPED, ELD, etc.) are pulled during non-core instruction. All students receive art and music on a regular basis. (This past year, the district could not recruit a music teacher. However, the district is actively searching and hoping to have this position filled by the fall of 2024.)

At the middle school, all students are enrolled in general education classes as well. Students receiving SPED services, however, are placed in non-mainstream classes to receive specialized academic instruction. 7th and 8th grade students have the choice to take either Spanish or Literature based on their ELA progress and parental preference. All students also select their top three choices for activity which range from art to leadership to intervention.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Only students who have non-district transportation can take part in many after-school enrichment opportunities. Otherwise, all students have access, and are enrolled in, a broad course of study. Additionally, at the middle school, students must select three choices for an activity class. Depending on a student's choice and need, this could limit their exposure to more traditional enrichment classes like art, etc.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The site principals and SPED/ELD/Intervention departments collaborate to determine the best, non-core instruction time to pull students for additional support. The district is also attempting to increase the participation rate and attendance of unduplicated students involved in enrichment opportunities by offering scholarships. Specific actions that support these priorities can be found in the LCAP under Goals 2 and 3.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

	Coordinating Instruction	1	2	3	4	5
1.	Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]				
	 Review of required outcome data. 					
	 b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. 					
	c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2.	Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3.	Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4.	Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 Exploration and Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

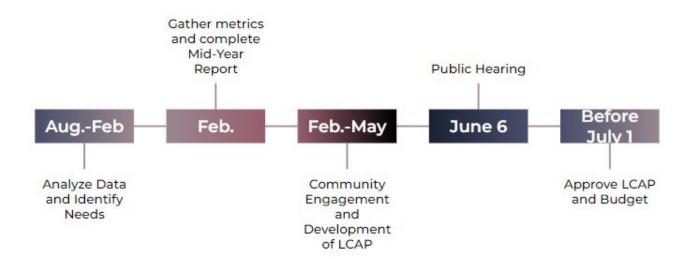
Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post- secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

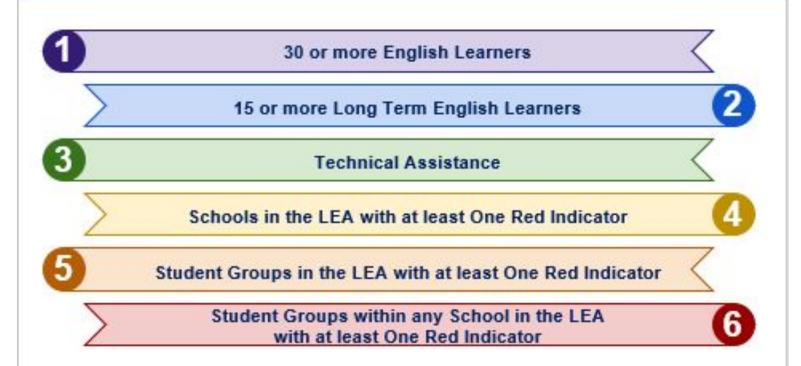
Overview of 2024 LCAP Goals and Actions

Spreckels Union School District

LCAP Process



New Required Actions



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

- 1.1 Intervention Staffing (SES and BVMS)
- 1.2 Professional Development (new three-themed PD plan)
- 1.3 Social-Emotional Support (counselors)
- 1.4 SPED and Intervention Alignment
- 1.5 Intervention Curriculum and Training (SIPP's and DIBEL's)

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

- 1.6 Middle School Transition (Links)
- 1.7 Extended Learning Opportunities Program
- 1.8 Academic support and professional development to target needs of Students with Disabilities (meets required new action)
- 1.9 Social-Emotional Curriculum

Removed: Bridging Program

Metrics

Added CAST scores

Added local classroom assessments (DIBELS and GPA)

Replaced counselor caseloads, improvement, etc. with specific questions from School Climate Survey

LCAP Goal 2 (addresses new required Action #1)

All unduplicated students (**US=English language learners, low-income students, and foster youth**) will be provided appropriate support services to be successful.

- 2.1 English Language Development Staffing (new-added one period of designated instruction at middle school; meets required new action)
- 2.2 Professional Development
- 2.3 Social-emotional support in Spanish for US
- 2.4 Free Transportation for US

All unduplicated students (English language learners, low-income students, and foster youth) will be provided appropriate support services to be successful.

- 2.5 Technology for US
- 2.6 Enrichment opportunities for US
- 2.7 Intervention Staffing for US
- 2.8 English language learner (ELL) progress monitoring software-new
- 2.9 Interpreting Services for ELL families-new
- 2.10 Partnership with CSUMB Reading Center

Metrics

Jnduplicated student data disaggregated

All students, staff, and community members will be provided with diverse, equitable, and innovative opportunities, both academic and enrichment, to reach their full potential.

- 3.1 Teacher/supervisor/coach recruitment and stipends
- 3.2 Parent and Community Partnerships (include Folklorico)
- 3.3 Equity Committee
- 3.4 Curriculum (diverse classroom novels)

All students, staff, and community members will be provided with diverse, equitable, and innovative opportunities, both academic and enrichment, to reach their full potential.

- 3.5 Outreach, Communication, and Access
- 3.6 Family/Community Education
- 3.7 Attendance and Student Engagement-Chronic Absenteeism Initiative 3.8 Employee Retention and Recruitment

 Metrics

Parent Survey Responses

Rigorous state content standards will be fully implemented in all District classrooms regardless of the instructional delivery model.

- 4.1 Professional Development
- 4.2 Full Implementation of CCSS, NGSS, and Health Standards
- 4.3 Curriculum Alignment and Articulation
- 4.4 Collaboration
- 4.5 Teacher Leadership

Rigorous state content standards will be fully implemented in all District classrooms regardless of the instructional delivery model.

- 4.6 Civic Learning
- 4.7 Transitional Kindergarten
- 4.8 Technology Committee and Tech Plan-new

LCAP Goal 5- on hold pending potential school bond

The district will maintain and improve facilities to support and enhance the core commitments of instruction, safety, transportation, and food service.

PUBLIC NOTICE

Notice is hereby given that the Spreckels Union School District Board of Trustees will hold a public hearing at its Regular scheduled meeting at

District Office on June 6, 2024 at 7:00 P.M.

1. Pursuant to Education Code section 52062 the Governing Board of Spreckels Union School District will hold a public hearing on the 2024-25 Local Control Accountability Plan (LCAP) and District Budget.

Pursuant to Education Code 42103 and 42127(I), the 2024-25 Local Control Accountability Plan (LCAP) and District Budget will be available for public review in the Spreckels Union School District Business Office on June 03, 2024.

All interested persons are encouraged at attend.

The 2024-25 proposed budget will be available for public viewing at the District Office, effective Monday, June 03, 2024. Errors with the submission are currently being resolved in coordination with the Monterey County Office of Education, and the corrected version will be made available on the website and as a handout at the open Board meeting on Thursday, June 06, 2024.

If you have any questions or concerns, please contact Bernard Burchette, Chief Business Official at 831-455-2550 x 311.

Posted at: District Office, School Sites, District Website

Posted: 06/03/2024

Buena Vista Middle School

18250 Tara Drive

Salinas, CA 93908

Phone Number: (831) 455-8936

Fax Number: (831) 455-8832

District Website: https://spreckelsdistrict.org



Student Handbook & Agenda

This agenda belongs to:

Name:	
Homeroom Teacher:	Classroom:
I have read, understood, and agreed to the rules a	and consequences listed in the BVMS handbook.
Student's Signature:	Date
Parent/Guardian Signature:	Date

Buena Vista Middle School Bell Schedule



Buena Vista Middle School Bell Schedule 2024 - 2025



Monday, Friday (A Day)	Tuesday, Thursday (E Day)	Wednesday (Early Release Day)
Homeroom: 8:20 - 8:25	Homeroom: 8:20 - 8:25	
A Period: 8:29 - 9:17	E Period: 8:29 - 9:17	Homeroom: 8:20 - 8:26
B Period: 9:21 - 10:09	F Period: 9:21 - 10:09	A Period: 8:30 - 9:09
BREAK 10:09 - 10:22	BREAK 10:09 - 10:22	B Period: 9:13 - 9:52
C Period: 10:26 - 11:14	C Period: 10:26 - 11:14	C Period: 9:56 - 10:35
D Period: 11:18 - 12:06	D Period: 11:18 - 12:06	LUNCH 10:35 - 11:15
LUNCH 12:06 - 12:46	LUNCH 12:06 - 12:46	D Period: 11:19 - 11:58
E Period: 12:50 - 1:38	A Period: 12:50 - 1:38	E Period: 12:02 - 12:41
F Period: 1:42 - 2:30	B Period: 1:42 - 2:30	F Period: 12:45 - 1:24
ACTIVITY: 2:34 - 2:59	ACTIVITY: 2:34 - 2:59	



Bobcats know to treat all persons and property as if they are important, serious, and valuable. All people and property should be treated in an appropriate manner. This includes realizing that people have beliefs and values that differ from their own, and that's okay. It also includes keeping your unkind thoughts and hands to yourself and not taking another person's property even if you think, "it's just a joke."

Responsibility

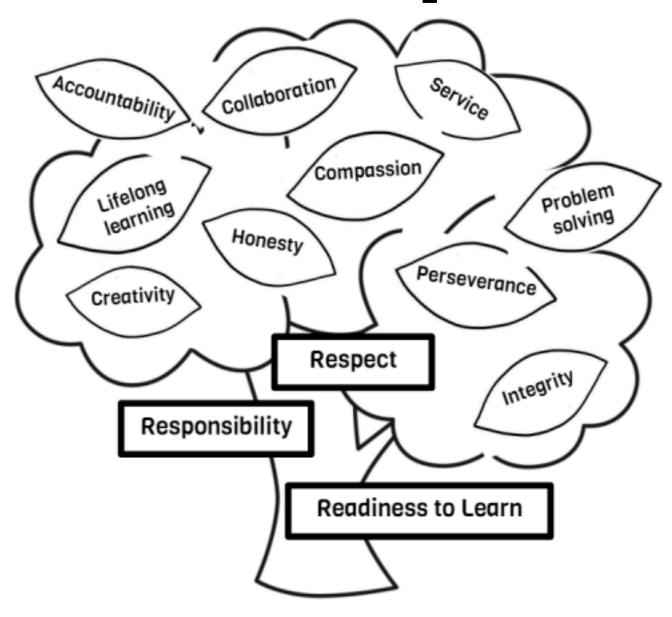
Bobcats honor the obligation and willingness to accept responsibility for one's own actions and the consequences/rewards associated with such actions. This includes coming to school and each class prepared on a daily basis, keeping track of assignments, and using academic time in an appropriate and correct manner.

Readiness to Learn

Bobcats will participate in formal and informal learning opportunities throughout their lives in order to foster the continuous development of knowledge and skills needed for employment and personal fulfillment. This includes paying attention in class and knowing your teacher's expectations along with maintaining healthy study habits.

Bobcats are community builders! In order to build and maintain our community, we firmly commit to practicing the following:

Bobcat Community Beliefs



Academics & Extracurricular

8th Grade Diplomas

To receive a diploma from BVMS, a student must:

- Maintain a 1.5 GPA overall (including in the final trimester)
- Receive no Fs in the final trimester
- Complete at least 5 hours of community service

Academic and Behavioral Eligibility

To be eligible for extracurricular activities within a trimester*, a student must:

- Earn a 2.0 grade point average or higher on the trimester report card
- Earn no Fs on the trimester report card
- Earn no more than 1 U comment on a trimester report card
- Earn no more than three detentions in the year
- Receive no suspensions in the current trimester

Academic/Behavioral Waiver

If a student becomes ineligible at the end of a trimester, they may qualify for one academic/behavioral waiver during their time at BVMS by maintaining satisfactory** grades and exemplary behavior***. Students on a waiver must maintain their eligibility during the trimester to participate in sports and/or take part in extracurricular activities.

**2.0 or above grade point average and no Fs

***No detentions or suspensions

Academic Honesty

In keeping with our Bobcat Community Beliefs, we value honesty in all areas of a student's development. The following is a list of behaviors that are considered unacceptable. These offenses will result in a grade of "0" on the assignment, test, or quiz.

- Taking credit for work that is not yours to include copying and pasting from other students or the
 internet. Students need to properly cite direct quotations and sections of paraphrased material in MLA
 format as instructed in their ELA classes. (See section on MLA/Citation on page 15)
- Writing formulas, key words, etc. on yourself or objects for use on a test/quiz.
- Using hidden reference materials during a test or quiz (no cheat sheets).
- Using programmed material in calculators, phones, etc. when prohibited.
- Exchanging answers or talking with others when prohibited, such as during a quiz or test session.
 Students should note that both the borrower and lender of homework or other schoolwork will be held accountable for their actions.
- Taking credit for group work when little contribution or collaboration was made. Not all group members will always receive the same grade on group assignments.

^{*}Performance on a trimester report card determines eligibility for the following trimester.

Associated Student Body (ASB)

Our ASB sponsors a variety of activities throughout the school year including lunch time sports, dances, rallies, and spirit weeks. Students in ASB must meet and maintain certain eligibility requirements, conduct a campaign, and deliver a speech. All officers hold their position for the school year as long as eligibility is maintained. All ASB & Leadership students are expected to maintain satisfactory grades, demonstrate exemplary social behavior, attend and participate in all school activities, and be enrolled in ASB'S activity class. Each grade level has its own President and Vice President. Other positions include ASB Treasurer, Secretary, Special Events Chair, Sports Ambassador, and Homeroom Representatives.

Band/Music Program (TBD)

Students who wish to play an instrument and pursue their love of music are encouraged to participate in the band/music program. The music teacher has instruments available for check out for all students interested in learning to play an instrument.

Clubs

BVMS boasts a very active student body. Clubs and activities vary from year to year depending on faculty and parent expertise and willingness to supervise. Students should pay attention to morning announcements to learn about opportunities to join and get involved.

Dances

Our ASB Leadership will plan and sponsor dances periodically throughout the school year. All dances are chaperoned by BVMS faculty and parents. Only eligible students are able to attend. No guests are allowed. If a student is absent for half of the day or longer on the day of the dance, they will not be allowed to attend the dance that evening. Dance hours are generally from 7:00pm-9:00pm. Students must stay at the dance when they are dropped off until they are picked up by parents. Students who are not picked up by 9:15pm or who misbehave will not be invited to the next dance. Students are expected to follow the school rules at all school events, including no cell phone usage.

Field Trips

If funding allows, field trips may be offered throughout the school year. Parents/Guardians/Adult Family members are encouraged to chaperone when needed. Siblings, extended family, and friends may not attend or join school sponsored field trips. Ineligible students will remain at school with work to complete.

Good Behavior and Attendance Bashes

Buena Vista Middle School students are expected to demonstrate the Bobcat Beliefs of Respect, Responsibility, and Readiness to Learn. To reward students who regularly uphold these principles, a Good Behavior Bash will be held at the end of each trimester for students who:

- Earn no more than one detention in the trimester; receive no suspensions in the trimester
- Earn no more than one U comment on their trimester report card
- Maintain a 95% attendance rate or better for the trimester.

Honor Roll

BVMS proudly acknowledges and celebrates academic excellence. Honor roll will be documented on student report cards each trimester.

- Principal's Honor All As and A-s
- Teachers' Honor 3.5 GPA and up
- Honors 3.0 to 3.49 GPA
- Ineligible More than one U or F, lower than a 2.0

Honor Roll trip—Based on Teachers' Honor Roll Category

Students who maintain a 3.5 cumulative grade point average over the first two trimesters and are behaviorally eligible (no more than three detentions issued in a year and no suspensions) will be invited to attend the Honor Roll Trip during trimester 3.

Library

BVMS is fortunate to share a strong partnership with the Monterey County Free Library Program. Students may use the library at break or lunch if they have work to complete.

No cell phones are allowed in the library during school hours. Repeated violations of library rules will result in school issued discipline and a loss of library use privileges.

Library Contact Information:

18250 Tara Dr, Salinas, CA 93908 (831) 796-6060

Lost & Found

Student property that is left behind will be placed in the lost and found bin located in the pavilion. It is the student's responsibility to check the bin for their items. Items in the lost and found bin are typically laid out on the pavilion stage just prior to holidays and breaks. Students and parents should be sure to check through the items for their property and reclaim them. Any items left over are donated to charity.

Progress Reports

Progress reports are issued mid-trimester for all students. Students, parents, and guardians are encouraged to monitor their student's progress using the parent portal provided through Aeries, our online grading system. Progress reports are to be signed and returned within three (3) school days. Failure to return the envelope will result in a phone call home and/or disciplinary action.

Report Cards

Report cards are issued at the end of each trimester. If a student has not been enrolled for at least five weeks prior to the end of the grading period, they will not be issued a report card with grades. At the end of trimesters one and two, students will hand carry their report cards home. Report card envelopes are to be signed by a parent/guardian and returned within three (3) days.

Retention

Retention means to be held back a year and not move to the next grade level. In 1998, state laws took effect that regulate the standards for mandated retention. Early in the school year students who are "at risk" will be identified and parents notified. For more information on this topic please see our district policy.

<u>Aeries</u>

Aeries is our online gradebook system. Students will be given instruction in class about how to access their grades. Information will be given to parents either at Back to School night or through ParentSquare. Access links to Aeries can be found on the District home page: https://spreckelsdistrict.org/

Detentions

Detention may be issued by the principal for a variety of reasons, including inappropriate behavior/language, repeated violations of classroom and/or school rules, and excessive tardies to class (more than 3 to one class per trimester).

Referrals

If a student's behavior is deemed inappropriate by a staff member, a referral will be sent to the office. An administrator will determine next steps including detention.

Sports Programs

Buena Vista Middle School encourages all students to take part in healthy physical activity. We offer a robust after school sports program to support those endeavors. Bobcats can be physically active, build teamwork skills, and learn cooperative skills by participating in one of our many seasonal sports. Students should pay attention to daily morning announcements for information on sign ups and offerings throughout the school year.

Typical sports programs offered are:

- Fall—Boys/Girls Volleyball, Boys/Girls Soccer, Mixed Cross Country
- Winter—Boys/Girls Basketball
- Spring—Mixed Golf, Mixed Tennis, Mixed Track, Mixed Wrestling

(Mixed means multiple grade levels and coed.)

Are you a parent interested in coaching? Please contact Buena Vista Middle School for more information.

Attendance & Absence

Attendance

One of the key sources of school funding/income is based on our Average Daily Attendance (ADA). This means the state reimburses the school district for students only when they are in actual attendance and physically located on school grounds or covered under an independent study contract. We are not funded for students who are not at school. Regular attendance should be a top priority for all students.

If your child is going to be absent, please email us at bvattendance@susd.net. Include the reason why your child will not be attending school. If coming in late, also indicate if your child needs a lunch order. If your child is going to be late due to a medical appointment, provide us with the medical note for the date of the medical absence.

Excused Absences

Students may be excused from school for the following reasons: illness, accidents, visit to a medical practitioner, funeral of an immediate family member, and attendance at a religious retreat/observation of a religious holiday (see board policy for guidelines regarding absence due to religious reasons).

Illness is the most common and expected excused absence. Please do not come to school if you have had a fever or vomiting within the past 24 hours. Parents and students should check their teacher's online classroom page for homework or other assignments. If your child is absent for three or more days, please provide the school with a doctor's note upon your child's return to school.

Unexcused Absences

Oversleeping, family trips, car problems, traffic delays and other common reasons for tardiness/absences are NOT considered excused absences. Your child's grade may suffer from unexcused absences as they will not be given the same make-up opportunities as an excused absence.

Please schedule family trips and vacations during regular breaks in the school calendar. In addition to missing instruction, a child's absence directly impacts our school budget.

Independent Study Contracts

Contracts must be requested from the school office at least **two (2) weeks prior** to the planned dates of absence. All assigned work is due the day the student returns to school. Trips not covered by contracts are unexcused absences and count toward truancy.

Truancy

Per state law, school districts are required to issue letters to any student that is truant. A truant student is defined as an individual who has accumulated three (3) or more unexcused absences and/or tardies greater than 30 minutes at the beginning or end of the academic school day.

Chronic Absenteeism

Per state law, school districts are required to notify parents when their child is absent a combined total of 10% of the school year. If this applies to your child, you will receive a letter in the mail notifying you.

Contacting the School & Teachers

Contacting Teachers

All teachers may be contacted through email. The majority of teachers provide regular emails or maintain a Google Classroom site where homework assignments and other announcements are communicated. Many parents choose to join the Google Classroom update list to receive daily or weekly notifications. Teachers will give out their preferred contact method at Back-to-School Night.

Please do not visit a teacher's classroom directly at the beginning or end of the school day without prior arrangements. If there are issues or concerns, please make an appointment so both parties can be prepared and available.

District Contact

• **District website:** https://spreckelsdistrict.org/

District Office: Spreckels Union Elementary School District
 130 Railroad Ave, Spreckels, CA 93962
 831-455-2550

• Email Communication: We appreciate and welcome open communication between school and home. All Spreckels Union School District employees maintain a district wide email account. Please do not hesitate to contact us by using the staff member's first initial and last name followed by @susd.net A complete list can be found on our district webpages.

Dress Code

The goal of our dress code is to create a professional educational environment that prepares students for their future. The following guidelines are enforced and students may NOT wear:

- See-through/sheer fabrics, halter tops, muscle shirts, spaghetti straps, tube tops, off-the shoulder or low cut tops, or clothing that exposes bare midriffs or undergarments (all parts of the stomach and back must be fully covered without pulling or tugging).
- Shorts, skirts, or dresses shorter than mid-thigh. Excessively ripped clothing or ripped clothing that reveals any skin above mid thigh.
- Removal of headwear (caps, hoods, etc.), or sunglasses upon entering a building.
- Apparel, jewelry, or accessories that contain profanity or obscenity; sexual references; references promoting gang association or violence; references promoting the use of drugs, alcohol, or tobacco; or references that promote racial, ethnic, religious, or gender prejudice.
- Pajamas (except on school sponsored theme days).
- Flip-flops or backless shoes.
- Students are expected to comply with dress standards for physical education as required by the P.E department

Violations of the Buena Vista Dress Code

- First offense: warning conversation, change of inappropriate clothing.
- **Second offense:** call home, change of inappropriate clothing.
- **Third offense:** call home, change of inappropriate clothing; and lunch-time detention.

Health, P.E., and Wellness

P.E. Clothes & Shoes

The Bobcat Club is selling our P.E. uniform, which makes it easy to be dressed appropriately for physical activity and show your school spirit at the same time. If you would like to wear your own black bottoms (basketball shorts, sweatpants, or other dress-code appropriate athletic wear) and gold color plain T-shirt (long or short sleeve) and/or black or gold sweatshirt, that is ok too. Be sure to write your name on your shirt somewhere.

Athletic shoes - A good portion of the class involves movement and running. Boots, sandals, and "skater" shoes offer little to no support for such activity and are not appropriate for PE.

Lunch & Lunchtime Rules

Food & Wellness

Research strongly supports that students who eat a nutritious breakfast and lunch do better in school. The Spreckels Union School District Wellness Policy discourages sodas and high sugar drinks for students. Popular "energy" drinks are expressly prohibited on campus due to their harmful effects on youth.

Gum & Seeds

Gum chewing and seed spitting are not allowed at school. Students found chewing gum or spitting sunflower seeds may be required to scrape gum and/or clean up campus as needed and directed by staff. Repeated offenses may include detention.

Lunch Basics

Students may order a lunch at school that conforms to the national wellness guidelines by notifying their homeroom teacher in the morning.

Lunch Time Behavior

Students are expected to sit at the tables for the first fifteen (15) minutes of lunch time. They will be dismissed from their lunch table by lunch duty personnel. Students are expected to properly dispose of their trash in the appropriate trash cans and recycling containers. **No backpacks or other personal items (except for lunch items) are allowed at the lunch tables.** Tables that do not maintain cleanliness, health, and behavior will be required to correct their behavior and clean up their area.

Lunch Drop-Off Procedures

Please note that while we understand that it is sometimes necessary to drop off food to your children at lunch time, we ask that all families have their child pack a lunch to bring to school or use our free breakfast and lunch program offered. The office will not accept food deliveries from outside parties (ie: Door Dash, pizza companies, etc.) Please do not order food to be delivered to the school as the vendor will be turned away.

All lunches brought to school after 8:30am will be placed on a cart outside the gate and wheeled into the office at lunchtime for students. We will not "all call" students down to the office, so please make sure your child's name is on the lunch and let them know to check in at the office to pick up their lunch.

Pizza deliveries, fast food, desserts for birthdays, or treats for your child's friend group are not accepted at lunchtime. Additionally, do not drop off Starbucks or Jamba Juice after the school day has started. These deliveries will be turned away at the door, even if it is a parent dropping off the items.

Yard rules

- The pavilion and lunch table areas are the only places where students are allowed to congregate before school and during break.
- Classroom pods are off limits except when passing between classes or with teacher permission.
- All eating is restricted to the lunch table area. Students are expected to pick up after themselves and respect their school community.
- Students are expected to follow the directions of duty personnel at all times.
- No contact sports or rough play of any sort, regardless of intention. Play fighting is prohibited.
- No tennis or racquet balls allowed. Footballs and soccer balls are only allowed on the field.
- No tag or running through the lunch tables. Running and tag on the field only.

MLA Format & Citations

Bibliographies, Citations, Works Cited (MLA Format)

Students are expected to adhere to the principles of academic honesty and cite their sources in proper MLA format as instructed in their Language Arts classes. Using electronic tools to format is acceptable at BVMS.

MLA Format for Written Assignments

California State Education Standards require students avoid plagiarism and use an acceptable standard format for citations. Buena Vista Middle School uses the Modern Language Association (MLA) format.

Recommended Resource for MLA Formatting - 8th Edition - 2016

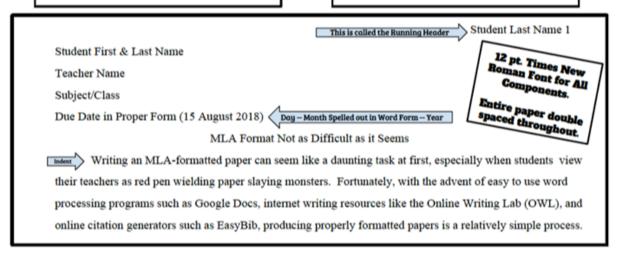
https://owl.english.purdue.edu/

OWL Purdue Online Writing Lab

Recommended Resource for producing MLA 8 Citations:

http://www.easybib.com/v2/home





MLA Format for Works Cited - Teachers will cover, when required, in class

Works Cited pages are a separate component for a writing assignment but are required to avoid plagiarism. When you quote directly from a source or even just paraphrase and borrow information, you must give credit (cite) to the author to avoid plagiarism charges.

General Information Needed for an Accurate, Complete Citation:

- Author and/or Website
- Title of Book/Article
- Publisher
- **Publication Date**
- URL, if website

You may have to do some sleuthing to find complete information. Be a detective!

Direct Quotation w/parenthetical endnote/citation:

The reader can see how important Percy's mother is to him when Percy notes, "My mother can make me feel good just by walking in the room" (Riordan 36).

Paraphrased Information with embedded citation:

The author, Rick Riordan, illustrates that Percy's mother is very important to him on page 36 when Percy notes that she makes him feel better just by walking in a room.

Works Cited

Riordan, Rick. The Lightning Thief. Scholastic, 2005.

<u>Plagiarism</u>

Students need to properly cite direct quotations and sections of paraphrased material in MLA format

as instructed in their ELA classes. Failure to do so results in plagiarism - taking credit or copying work that is not yours. Consequences will result ranging from a zero on the assignment, to a

detention, to both.

Parent Involvement

Parent group initiatives allow for additional programs, staff, and materials that would be

otherwise unobtainable. We are extremely grateful for their effort and support.

Buena Vista Bobcat Club

The Buena Vista Bobcat Club is our on-site parent group. Our invaluable Bobcat Club runs fundraisers throughout the year to provide our students with sports, field trips, assemblies,

celebrations, and many special events. The Bobcat Club also allocates funds to each BV teacher for

classroom supplies.

Find the Bobcat Club online:

Find them on Instagram: https://www.instagram.com/bv bobcat club/

Find them on Facebook: fb.me/buenavistabobcatclub

Bobcat Club Membership

To join, fill out a membership form from the BV office and provide a \$20 payment.

Dance Chaperone

Our ASB plans dances periodically throughout the school year. All school dances take place at the

BV gym, generally from 7:00pm-9:00pm. Please contact the BVMS office regarding chaperoning if

interested.

Students and Siblings

If any past Buena Vista students or siblings of students would like to volunteer, they must contact the

school in advance to receive direction. Not all volunteer opportunities are open to teenage

volunteers.

Any current Buena Vista student who would like to volunteer and gain community service hours

must be accompanied by a parent who is also volunteering at the same event.

Unaccompanied students will not be allowed to volunteer without a parent present.

Safety

Accidents

Every accident in the school building, on the school grounds, or at any athletic event sponsored by the school must be reported immediately to the person in charge and the school health aide. It is the student's responsibility to inform a teacher or other school personnel if an accident occurs. An accident form must be completed for accountability.

Bullying & Harassment

Buena Vista administration and staff work hard to ensure a safe learning environment for students of all races, ethnicities, genders, and orientations. We encourage students to report all incidents of bullying directly to the principal or to another trusted teacher or report the behavior on the district's tip line: https://www.psstworld.com/. Email is also an excellent way of reporting to any staff member. School personnel can only intervene in a bullying situation if it is known and has been reported. Acts of bullying can lead to detention, suspension, and/or expulsion.

Types of bullying include:

- Cyberbullying using electronic means via computers and mobile phones (emails, websites, chat rooms, apps, and texting) to torment, threaten, harass, humiliate, embarrass or target another student. Many of our students participate in social media platforms outside of school. School employees may not monitor a student's personal social media account. As such, any reports that a parent or student wishes to make regarding any form of cyberbullying must be brought to the attention of the school.
- **Emotional intimidation** closely related to physical and verbal bullying. Deliberate exclusion from a group activity such as a party or group outing.
- Harassment aggressive pressure or intimidation, pestering, force, or coercion that causes
 intentional distress or fear to the victim. This can include consistent behavior regarding a
 student's familial situation, mental or physical disability, age, or stature.
- Physical bullying is the most obvious form of intimidation and can consist of kicking, hitting, biting, pinching, hair pulling, and making threats. This also can include threats of violence.

- Racist & cultural bullying making racial slurs, graffiti, mocking the victim's cultural
 customs, and making offensive gestures. Making fun of religious beliefs, customs, rituals, or
 style of dress.
- Sexual bullying is unwanted physical contact or abusive comments, or rating people's body parts and physical appearance/attractiveness.
- Sexual harassment any unwelcome behaviors specific to sex, sexual orientation, gender,
 or gender identity that makes a person feel unsafe or uncomfortable. This can include
 remarks that are homophobic or transphobic in nature or refer to a student's perceived
 sexual activity.

Closed Campus

BVMS follows a closed campus policy. Students must stay on school grounds from the time they arrive, even if the first class has not yet started, until dismissal or pick up by parent/guardian or the school bus. Only students who live in Las Palmas II may walk home for lunch if they have a signed parental consent form, updated annually, on file in the office. A student may NOT go to another student's home for lunch. There is no supervision available until 7:45am. Students are not allowed to arrive prior to that time. Students waiting for a ride or walking home at the end of the school day must exit through the front gates. Parents are encouraged to arrange transportation home for their students immediately after school.

Visiting students: Students from other schools may not visit BVMS before the end of the school day. Past BV students must email teachers and an administrator **in advance** to get prior approval for a visit. All current school rules still apply to any visiting students.

All visitors to the school must enter and exit through the front gate and sign in and out at the office.

In the Case of a School Emergency

Parents/Guardians should wait to be notified before calling the school. The school has limited phone lines and must keep them clear during emergencies. We thank parents in advance for their understanding and cooperation.

Disaster Drills & Policies

Disaster drills will be conducted periodically to prepare students and staff on how to deal with an emergency situation. We have protocols in place for fire, earthquake, shelter-in-place, and active shooter emergencies. The school follows rehearsed disaster protocols to make sure all students are accounted for and all students understand the expectations and procedures. In the case of an actual emergency, parents will be notified by the school. We ask parents to wait for instructions prior to coming on school grounds and/or contacting their child. Please be assured that student safety is our primary concern.

Medication

Students requiring medication at school must return a completed Request for Administration of Medication by School Personnel form. The following are also required:

- A physician's written and signed statement detailing the method, amount, and time schedule for taking the medication.
- A parent/guardian written and signed statement requesting that the district assists the student taking the prescribed and/or over the counter medication.

It is **EXTREMELY IMPORTANT** that parents notify school personnel if their student has any serious medical condition or allergies.

Student Personal Property

Students are discouraged from bringing personal property (besides school supplies) from home.

The school assumes no liability for items that are lost or damaged as a result of them being brought to school.

Technology

Email

Students at Buena Vista have email capability. The ability to communicate via email is an important skill for students to learn. It is a mode of communication that is often used in professional settings, such as between students and teachers. Crafting a proper email involves using language that is different from the language used in text messaging or social media.

The Spreckels District email system is a closed system. Students will only be able to send and receive email from users who have a Spreckels District account. This will enable them to direct personal questions to their teachers as well as other students in order to collaborate and communicate on assignments.

A profanity filter has been put in place in order to monitor the use of language in student email. Any foul or inappropriate language will be automatically flagged and the email will be sent directly to administration. Students are encouraged to report any inappropriate use of the email system immediately. Any inappropriate use of the email system will result in the student losing their email privileges.

Students are expected to use correct academic language when writing emails to their teachers and each other. Emails that do not fit these expectations run the risk of not being read or understood by a teacher.

Email Expectations

- Include name and keywords in the subject line.
- Use an appropriate greeting.
- Include student name (first and last) and period.
- Use proper punctuation, spelling (automatically checked, look for the red underlined misspelled words), and capitalization. NO TEXTING LANGUAGE.
- Include an appropriate closing and signature.

Cell Phones & Electronics Usage

Students are able to use the office and classroom phones to call their parents if a need arises. We realize that many students now commonly carry cell phones, but their use is strictly prohibited at school. Parents are encouraged to refrain from calling or texting during regular school hours. Additionally, it is illegal for students to take pictures or record other students or BVMS staff members without permission.

Any cell phone that is used, makes noise, or causes disruption will be confiscated and kept in the main office until a parent picks it up. Additional consequences will be assigned for repeat violations. BVMS is not responsible for any lost, stolen, or broken items that should not be used at school.

Student Technology Behavior

Behaviors that are malicious to other students through the use of provided technology are prohibited. This includes saving, searching, or displaying inappropriate images or text in student accounts as well as cyberbullying behavior. Any repeated violations may result in the suspension of the student's Google account. If a student does not follow the rules set by their classroom teacher, they may have their device removed or Google account suspended.

Spreckels Union School District Chromebook Acceptable Use Policy

The goal of the 1:1 Chromebook program is to further the mission of the Spreckels Union School District: To create learning opportunities that meet the diverse needs of all students and empower them to flourish both academically and socially-emotionally; to nurture all students' strengths and resiliencies to help them reach their full potential; to model and instill the core values of compassion, kindness, and respect in all of our work.

I. RECEIVING YOUR CHROMEBOOK

- A. **Appropriate Use:** Student Chromebooks are intended for educational purposes, not for entertainment. Excessive use for browsing the web, playing games and watching videos can shorten the life and the battery and other components.
- B. Spreckels Union Chromebook Use and Digital Citizenship Agreement: In addition to signing and returning the Acceptable Use Agreement, SUSD Parent-Student Agreement must be signed before a Chromebook can be issued to the student.
- C. **Distribution:** Students who have a signed agreement on file will receive their Chromebooks and cases during the first week of school. Chromebooks are all assigned a barcode tied to the serial number of the machine. Chromebooks are checked out like a textbook and students must return the same Chromebook that they were issued or pay the full replacement cost.

II. USING YOUR CHROMEBOOK AT SCHOOL

BVMS students are provided their own Chromebooks to use at school and take home to complete assignments. It is a student's responsibility to take care of their Chromebook. Students are expected to bring a fully charged Chromebook to school every day and bring their Chromebooks to all classes unless specifically advised not to do so by their teacher. Students are not permitted to use their Chromebooks during breaks or lunch unless they are in a classroom using it for instructional purposes.

A. Loaner Chromebooks and Chargers

- Students who do not bring their Chromebook to school and/or do not bring their Chromebook to school fully charged may check out a loaner Chromebook from the office loaner station.
- 2. The student who obtains a loaner will be responsible for returning the device to the office before 3:00 PM.

- 3. A student borrowing a Chromebook will be responsible for any damage to or loss of the issued device.
- 4. The office will document the number of times a student borrows a Chromebook and/or charger and a warning slip will be issued the third time a student has to borrow either item.
- Students will receive an office referral and will be assigned disciplinary consequences for borrowing a Chromebook and/or charger a combined 4 times or more.
- 6. Consequences for borrowing Chromebooks/Chargers are as follows:
 - a) Any combination of 3 borrowed items per trimester = 1 lunch detention and parent notification
 - b) Any combination of 5 or more items per trimester = 3 days of detention, parent notification, and restricted activities

B. Chromebooks being repaired

- Loaner Chromebooks may be issued to students when they leave their school-issued Chromebook for repair with the technology department.
- 2. A student borrowing a Chromebook will be responsible for any damage to or loss of the loaned device.
- 3. Chromebooks on loan to students having their devices repaired may be taken home.
- 4. The office staff or technology technicians will contact students when their devices are repaired and available to be picked up.

C. Backgrounds and Themes

 Inappropriate media, as described in the Acceptable Use Policy, may not be used as Chromebook backgrounds or themes. The presence of such media will result in disciplinary action.

D. Sound

- Sound must be muted at all times unless permission is obtained from a teacher.
- 2. Headphones may be used at the discretion of the teacher.
- 3. Students should have their own personal set of (wired) headphones for sanitary reasons.

E. Printing

- 1. Students will be encouraged to digitally publish and share their work with their teachers and peers when appropriate.
- 2. Students can print at home by logging on to their Google accounts on a computer connected to a printer.
- 3. Students can print at school in some classrooms with permission from staff.

F. Logging into a Chromebook

- Students will log into their Chromebooks using their school issued Google
 Apps for Education account.
- 2. Only SUSD students and staff can log into school Chromebooks.
- 3. Students should never share their account passwords with others, unless requested by an administrator.

G. Managing and Saving Your Digital Work with a Chromebook

- The majority of student work will be stored in Internet/cloud based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- 2. Some files may be stored on the Chromebook's hard drive.
- 3. Students should always remember to save frequently when working on digital media.
- 4. The district will not be responsible for the loss of any student work.

III. USING YOUR CHROMEBOOK OUTSIDE OF SCHOOL

Students are encouraged to use their Chromebooks for school work at home and other locations outside of school. A Wi-Fi Internet connection will be required for the majority of Chromebook use, however, some applications, such as Google Docs, can be used while not connected to the Internet. Students are bound by the Student Acceptable Use Agreement, and all other guidelines in this document whenever and wherever they use their Chromebooks.

IV. TAKING CARE OF YOUR CHROMEBOOK

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be reported to the technology team as soon as possible so that they can be taken care of properly. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

A. General Precautions

- 1. No food or drink should be next to Chromebooks.
- 2. Cords, cables, and removable storage devices must be inserted carefully into Chromebooks.
- 3. Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- 4. Chromebooks can be decorated with removable, school-appropriate stickers. Writing or drawing on the Chromebook is not allowed.
- 5. Heavy objects should never be placed on top of Chromebooks (even inside a backpack).

B. Cases

- 1. Each student will be issued a protective carrying case for their Chromebook.
- 2. Although the cases help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect their device.

C. Carrying Chromebooks

- 1. Always transport the Chromebook with care and in the district-issued protective case. Failure to do so may result in disciplinary action.
- 2. Never lift Chromebooks by the screen.
- 3. Never carry Chromebooks with the screen open.

D. Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- 1. Do not put pressure on the top of a Chromebook when it is closed.
- 2. Do not store a Chromebook with the screen open.
- 3. Do not place anything in the protective case that will press against the cover.
- 4. Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils).
- 5. Only clean the screen with a soft, dry microfiber cloth or anti-static cloth.

E. Barcodes

- 1. All Chromebooks will be labeled with a district barcode.
- 2. Students may be charged up to the full replacement cost of a Chromebook for tampering with a district barcode.

V. RETURNING YOUR CHROMEBOOK

- A. **End of Year/Promotion:** At the end of their time at BVMS, students will return their Chromebooks, chargers, and cases. Chromebooks will be inspected and fines assessed as necessary to make the Chromebook fully functional. Failure to turn in the same Chromebook that was issued will result in the student being charged the full replacement cost.
- B. Transfering/Withdrawing Students: Students that transfer out of or withdraw from SUSD must turn their Chromebooks and cases into the office prior to their last day of attendance. Failure to turn in the Chromebook will result in the student being charged the full replacement cost.

VI. OPERATING SYSTEM AND SECURITY

Students may not use or install any operating system on their Chromebook other than the current version of ChromeOS that is supported and managed by the district.

- A. **Updates:** The Chromebook operating system, ChromeOS, updates itself automatically. Students do not need to manually update their Chromebooks. Everytime a Chromebook is powered off it boots up with the latest update. Therefore students should shutdown or restart their Chromebook at least once a week.
- B. **Virus Protection:** Chromebooks use the principle of "defense in depth" to provide multiple layers of protection against viruses and malware, including data encryption and verified boot. There is no need for additional virus protection.

VII. CONTENT FILTERING

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. If a website is blocked in school, then it will be blocked out of school. If an educationally valuable site is blocked, students should contact their teachers or the technology staff to request the site be unblocked. Parents and students should be aware that the filter is not perfect. If objectionable material is discovered it should be reported immediately to their teachers or technology staff.

VIII. SOFTWARE

- A. **Google Apps for Education:** Chromebooks seamlessly integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, and Forms. All work is stored in the cloud.
- B. Chrome Web Apps and Extensions: Educational Chrome extensions and web apps will be pushed out to student Chromebooks by the district. Students are not allowed to install additional web apps or extensions from the Chrome Web Store.

IX. CHROMEBOOK IDENTIFICATION

- A. **Records:** The district will maintain a log of all Chromebooks that includes the Chromebook serial number, asset tag code, and name and ID number of the student assigned to the device.
- B. **Users:** Each student will be assigned the same Chromebook for the duration of their time at their school site. In other words, the Chromebook you are assigned is YOURS for several years.

X. REPAIRING/REPLACING YOUR CHROMEBOOK

- A. **Chromebook Repair:** If your Chromebook is not working, notify your teacher and take it to the office for repair.
- B. Estimated Replacement Costs (subject to change):

Part	Value				
Chromebook	\$200-320 (depending on the model)				
Charger	\$20.00				
Protective Case	\$30.00				
1st non-intentional damage	\$0.00				
2nd non-intentional damage	\$40.00				

XI. APPROPRIATE USE AND DIGITAL CITIZENSHIP

As described above, the Chromebook Acceptable Use Policy applies to use of the Chromebook. School issued Chromebooks should be used for educational purposes and students must also adhere to the SUSD Technology Use Agreement.

SPRECKELS UNION SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: Elementary School Music Teacher and Middle School Band Director

SUPERVISOR: School Site Principals Certificated Salary Schedule

A. PRIMARY FUNCTION:

Under the supervision of the Site Principal, the candidate is responsible for teaching general music to pupils in grades TK-<u>56 as well as directing the Middle School Band, and Choral program</u>. Implement instruction that aligns closely with the nine-point National Music Education Standards which includes singing, playing instruments, dance and movement, analysis, performance, literacy, and historical context .

B. ESSENTIAL FUNCTIONS / EXAMPLES OF DUTIES

Duties of this position may include, but are not limited to the following:

- Band instruction to beginning, intermediate and advanced students is during the same class/time period
- Recruits 4th—8th—grade students to receive instruction in playing standard band instruments
- Plans/executes a balanced music program and organizes class time so that preparation, rehearsal, and instruction can be accomplished within the allotted time
- Cooperates with Site Principals and staff in providing a musical end of the year program for Kindergarten and Winter and Spring Concerts for Band (Choir/Chorus)
- Utilizes repertoire of all types of music literature, including traditional and contemporary that are appropriate for the ages and skill levels of pupils
- Selects appropriate music, books, and instructional aids to enhance learning and requisitions musical instruments and instructional supplies as necessary
- Maintains inventory of, care/responsibility for school-owned music, musical instruments, and equipment to prevent loss or abuse. Makes minor adjustments and requests repairs to instruments as required
- Order materials as needed and make recommendations of supplies and equipment for purchase
- Communicates with parents and school staff to keep track of scheduling, announcements and progress
- Presents information on <u>the band-music</u> program to other school personnel, the Governing Board, and the Spreckels Union Educational Foundation
- Selects and arranges music to include the musical ability of all students
- Organizes, rehearses and presents <u>grade-level music performances concerts</u> demonstrating student progress in instrumental and choral music
- Coordinates music performances in collaboration with site and/or district administration.

C. **QUALIFICATIONS**

Minimum Requirements:

- Holds a California Teaching Credential in Music Education
- Bachelor's Degree with major or minor in Music
- Band experience preferred
- First Aid and CPR certification
- English Language Authorization or CLAD equivalent

- Ability to play at least one standard orchestral instrument or ability to sing
- Orff-Schulwek training preferred
- Experience as a school music teacher

Knowledge of:

- Planning and implementing musical lessons and performances for maximum effectiveness.
- Providing appropriate student supervision so that students have a safe and orderly environment in which to learn and perform.
- Curriculum and other developmental programs to effectively teach proper musical techniques
- Basic proficiency on piano and guitar helpful

Ability to:

- Work with others and a desire to help others
- Analyze the class level of musical competence and select music that is developmentally appropriate Adapt standards to each situation and always strive to bring pupils up at their own rate

D. PHYSICAL REQUIREMENTS

- Ability to see for purposes of reading correspondence, documents, working on computer screens/monitors, and other printed matter
- Ability to hear and understand speech at normal levels in person and/or on the telephone
- Ability to communicate so others will be able to clearly understand a normal conversation in person and/or on the telephone
- Ability to operate computer equipment, typewriter, calculator, copy machine, and other office machines with dexterity
- Ability to occasionally lift/carry office supplies and printed materials weighing up to 25 pounds
- · Ability to sit at desk for prolonged periods of time
- Ability to bend, crouch or kneel at files, push/pull file drawers
- Ability to reach in all directions
- Ability to use hands and arms for repetitive manipulation and single grasping
- Ability to spend prolonged periods of time working at a computer

E. WORKING CONDITIONS

- Indoor/Outdoor work environment subject to standing /sitting for long periods of time, bending, crouching, kneeling, walking, pushing, pulling, and squatting.
- The noise level of this job is generally loud but may be moderate.

Board Approval <u>05-04-2023</u>

First read: 05-02-24

SPRECKELS UNION SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: School Site Secretary

SUPERVISOR: School Site Principal

RANGE: 31 45

GENERAL FUNCTION

Performs secretarial duties under the supervision of the Principal.

MINIMUM QUALIFICATIONS

- High school diploma or equivalency
- Two to three years of broad, varied, responsible secretarial and clerical experience, including the use of computers and other office equipment, preferably in public education.
- First Aid and CPR certification
- Knowledge of correct English usage, spelling, grammar, punctuation, and vocabulary.

DESIRABLE QUALIFICATIONS

- Strong public relations and interpersonal skills
- Ability to problem solve when using computers and specific software related to the task
- Ability to work under pressure
- Knows basic school district organization, functions, rules and regulations
- Understands and carries out complex oral and written instructions
- Bilingual ability in Spanish

EXAMPLES OF DUTIES

- Uses computers and other office equipment
- Uses computers in word processing and spread sheet applications
- Meets daily, weekly and monthly deadlines for reporting needs
- Prepares letters/reports/memos from oral and written instructions with accuracy and in appropriate formats
- Uses maintains accurate and current records, files as assigned by the principal
- Acts as school site receptionist, screening telephone calls, letters, visitors
- Completes general office duties as requested by the Principal (i.e., parent-teacher conference materials, Kindergarten packets, master calendar scheduling, field trips, etc.)
- Composes correspondence
- Opens, dates and routes mail to staff
- Maintains office equipment
- Uses computers and other equipment to produce accurate, professional-appearing documents, reports and records
- Assists the Principal in organizing meetings and conferences

- Maintains the Principal's daily calendar and appointment schedule when requested
- Compiles school site data
- Oversees supply ordering, distribution, maintenance, and accounting procedures for the school office and site staff (certificated and classified)
- Provides basic health aide services to students and staff (i.e., first aid, first aid kits, parents contracts, ordering and maintenance of supply inventory, necessary documentation) under the direction of the Principal
- Compiles and organize school site time sheets and sick leave data as required
- Participates in the management of the computerized attendance at the school site level as required
- Performs the accounts receivable/payable functions of the school site funds and prepares deposits for Business Office staff to deliver to the bank
- Maintains log on tickets sales and numbers generated by student activities (i.e., dances)
- Performs other duties as assigned

PHYSICAL REQUIREMENTS

- Ability to see for purposes of reading student records, policies, other printed materials, and working on computer screens/monitors
- Ability to understand speech and normal levels in person or on the telephone
- Ability to communicate so others will be able to clearly understand a normal conversation in person or on the telephone
- Ability to operate computer equipment, typewriter, calculator, copy machine and other office machines with dexterity
- Ability to occasionally lift/carry office supplies and printed materials weighing up to 25 pounds
- Ability to sit at desk for prolonged periods of time
- Ability to bend, crouch or kneel at files, push/pull file drawers
- Ability to reach in all directions
- Ability to spend prolonged periods of time working at a computer terminal

OTHER REQUIREMENTS

• Uses good judgment in all assigned duties requiring confidentiality

CSEA Position, Range 31 45
Date of Board Approval: 11/10/98

Board first read 5/2/2024

APPENDIX D

Spreckels Union School District

2022-23 2023-24 SCHEDULE OF CLASSIFIED SALARY RANGES

<u>Position Title</u>	Salary Rai	nge
Lunch Duty Supervisor	5	
District Courier	9	
Food Service Associate 1 & 2	18	
General Ed. Instructional Assistant	20	
Special Ed. Instructional Assistant	20	
Special Ed. Instructional Assistant/Rider	20	
Health/Office Aide	23	
Custodian I	24	
Library/Media/Textbook Coordinator	28	
Lead Custodian	30	
Accountant Assistant	31	
School Site Secretary	_3 1	45
Special Ed. Instruction Assistant II	40	
Special Ed. Instruction Assistant II/Orthopedic Impairment	40	
Maintenance/Bus Driver (Custodian II)	50	
Lead Operations/Maintenance Worker	50	
Bus Driver	55	
Technology Technician	55	
Registrar	55	
Transportation Coordinator	79	

Notes:

- I. Employees hire prior to July 1, 1980 shall be placed a step of the salary range which equals their years of service within their present class or the step credited upon employment for prior experience. The anniversary date for this group of employees shall be September 1 of each year.
- II. Employees hired on or after July 1, 1980 shall begin on Step A except prior experience may be credited but not to exceed Step C. The anniversary date for these employees shall be their date of hire.
 - Exception can be made to placement on Step C for Bus Driver, Maintenance/Bus Driver and Transportation Assistant with credit given for prior experience up to 6 years.
- III. Step advancement shall be annually from the anniversary date, the last salary step advancement, or in the case of reclassification, the date of such change.
- IV. Maintenance/Bus Driver (Custodian II) position will be paid at range 55 for time worked as a bus driver (May 2022)
- V. School Site Secretary position will be paid at range 45 and Registrar position will be frosted effective May 1, 2024

Board approved 07-07-2022 06-06-2024

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Spreckels Union School District 2023-24

MANAGEMENT SALARY SCHEDULE

Column		<u>A</u>	<u>B</u>	<u>c</u>	<u>D</u>	<u>E</u>	<u>E</u>	<u>G</u>	<u>H</u>		
Position			2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
Superintendent	\$	175,963	\$ 181,242	\$ 188,492	\$ 194,146	\$ 201,912	\$ 207,970	\$ 214,209	\$ 220,635		
Column Position	<u>-</u>	A	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	1	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Principal	\$	112,223	\$ 115,589	\$ 120,213	\$ 123,819	\$ 128,772	\$ 132,635	\$ 136,614	\$ 140,713	\$ 144,934	\$ 149,282
Occupational Therapist/Sp. Ed. Coord.	\$	117,819	\$ 121,353	\$ 126,207	\$ 129,994	\$ 135,193	\$ 139,249	\$ 143,427	\$ 147,729	\$ 152,161	\$ 156,726
Chief Business Official	\$	126,116	\$ 129,900	\$ 135,096	\$ 139,149	\$ 144,715	\$ 149,056	\$ 153,528	\$ 158,134	\$ 162,878	\$ 167,764
Facilities Manager	\$	88,637	\$ 91,296	\$ 94,948	\$ 97,796	\$ 101,708	\$ 104,759	\$ 107,902	\$ 111,139	\$ 114,473	\$ 117,907
Information Services and Educational Technology Director	\$	91,770	\$ 94,523	\$ 98,304	\$ 101,253	\$ 105,303	\$ 108,462	\$ 111,716	\$ 115,068	\$ 118,520	\$ 122,075
Chief Business Official/Director of Facilities	\$	146,289	\$ 150,678	\$ 156,705	\$ 161,406	\$ 167,862	\$ 172,898	\$ 178,085	\$ 183,427	\$ 188,930	\$ 194,598

Principal's contract is for 210 days with a start date of July 1. OT/Sp.Ed.Coord is for 210 days with start date of July 1. Chief Business Official/Director of Facilities works 260 days with annual start date of July 1. (2019-20). Information Services and Educational Technology Director works 225 if a member of CalStrs and 260 days if a member of CalPers with an annual start date of July 1. Chief Business Official works 260 as a member of CalPers with an annual start date of July 1. Chief Business Official works 260 as a member of CalPers with an annual start date of July 1.

Columns 1, 2, 3, 4 and 5 are longevity steps. Column 1 is attained after the completion of the sixth year; column 2 after completion of the eighth year; column 3 after completion of the tenth year; column 4 after completion of the twelfth year; and

Columns 1, 2, 3, 4 and 5 are longevity steps. Column 1 is attained after the completion of the sixth year; column 2 after completion of the eighth year; column 3 after completion of the tenth year; column 4 after completion of the fourteenth year.

Initial placement on this salary schedule is determined by prior experience: one column for each year of equal or above experience (1:1); and for experience that is related or below the position, placement is decided on a 2:1 ratio, two years of related or below experience for each column.

PENDING BOARD APPROVAL 06/06/2024 REVISED 2023-24: 3% increase retroactive to July 1, 2023 + \$3,000 one-time payment

Professional Benefits: The District shall provide eligible administrative employees with ACSA (Association of California School Administrators) dues, eligible management employees with CASBO (California Association of School Business Officials) dues.

Spreckels Union School District CERTIFICATED SALARY SCHEDULE

2023-24 (3% increase)

Column	I, II, III	IV	V	VI
	ВА	MA	MA 15	MA 30
Steps	to BA 30	or BA 45	or BA 60	or BA 75
1	\$52,517	\$55,633	\$58,750	\$61,864
2	\$54,587	\$57,700	\$60,815	\$63,935
3	\$56,654	\$59,772	\$62,889	\$66,002
4	\$59,119	\$61,839	\$64,956	\$68,071
5	\$60,792	\$63,908	\$67,024	\$70,140
6	\$62,860	\$65,977	\$69,091	\$72,210
7	\$64,927	\$68,045	\$71,162	\$74,276
8	\$66,999	\$70,115	\$73,232	\$76,344
9	\$69,071	\$72,183	\$75,299	\$78,416
10	\$69,071	\$72,183	\$75,299	\$78,416
11		\$74,252	\$77,367	\$80,483
12		\$74,252	\$77,367	\$80,483
13			\$80,473	\$83,589
14			\$80,473	\$83,589
15			\$80,473	\$86,690
16			\$80,473	\$86,690
17				\$89,584
18				\$89,584
19				\$92,719
20				\$92,719
21				\$95,739
22				\$95,739
23				\$98,830
24				\$98,830
25				\$101,918

Effective July 1, 2001 all newly hired teachers on emergency permit or waiver will be paid at the rate of Column I, Step 1 until fully credentialed. 2015-16: 2% increase and compaction of rows 11 and 12

unduplicated percentage of English learners, income eligible for free or reduced-price meals, and foster youth pupils. 2017-18 1% increase

2018-19 2.5% increase

Board approved 04/07/20 1.6% of the salary schedule reflects the addition of 3 mandatory work days funded by the State of California

BOARD APPROVED 02/03/2022 2021-22 1 step compaction plus 2.15%

Board Approved 11/03/2022 2022-23 2 Step compaction plus 4.15%

2023-24 3% SALARY INCREASE PER 02/26/2024 TA

Longevity of 2% will be paid to members when years of service exceed the last step and column, if applicable, of each schedule for up to 4 years. For example, members exceeding 25 years of service will be paid 2% longevity in years 26 and 27 and a compounded longevity of 2% in years 28 and 29.

Spreckels Union School District CERTIFICATED SALARY SCHEDULE

2024-25

Column	I, II, III	IV	V	VI
	ВА	MA	MA 15	MA 30
Steps	to BA 30	or BA 45	or BA 60	or BA 75
1	\$52,517	\$55,633	\$58,750	\$61,864
2	\$54,587	\$57,700	\$60,815	\$63,935
3	\$56,654	\$59,772	\$62,889	\$66,002
4	\$59,119	\$61,839	\$64,956	\$68,071
5	\$60,792	\$63,908	\$67,024	\$70,140
6	\$62,860	\$65,977	\$69,091	\$72,210
7	\$64,927	\$68,045	\$71,162	\$74,276
8	\$66,999	\$70,115	\$73,232	\$76,344
9	\$69,071	\$72,183	\$75,299	\$78,416
10	\$69,071	\$72,183	\$75,299	\$78,416
11		\$74,252	\$77,367	\$80,483
12		\$74,252	\$77,367	\$80,483
13			\$80,473	\$83,589
14			\$80,473	\$83,589
15			\$80,473	\$86,690
16			\$80,473	\$86,690
17				\$89,584
18				\$89,584
19				\$92,719
20				\$92,719
21				\$95,739
22				\$95,739
23				\$98,830
24				\$98,830
25				\$101,918

Effective July 1, 2001 all newly hired teachers on emergency permit or waiver will be paid at the rate of Column I, Step 1 until fully credentialed.

2015-16: 2% increase and compaction of rows 11 and 12

2016-17: 1.08% of 3.08% increase per June 28, 2016 Tentative Agreement funded with Supplemental funds targeted for unduplicated percentage of English learners, income eligible for free or reduced-price meals, and foster youth pupils. Reflects 2 additional professional developments days paid as addons (at daily rate) 2016-17 only. Effective July 1, 2017 Salary Schedule increases 3.08% over 2015-16 schedule.

2017-18 1% increase

2018-19 2.5% increase

Board approved 04/07/20 1.6% of the salary schedule reflects the addition of 3 mandatory work days funded by the State of California.

BOARD APPROVED 02/03/2022 2021-22 1 step compaction plus 2.15%
Board Approved 11/03/2022 2022-23 2 Step compaction plus 4.15%

05/02/2024 BOARD APPROVED 2023-24 3%

PENDING BOARD APPROVAL 06/06/2024 2024-25 0% INCREASE TO SAL / WORK YEAR REDUCED TO 185 **FROM 187**

Longevity of 2% will be paid to members when years of service exceed the last step and column, if applicable, of each schedule for up to 4 years. For example, members exceeding 25 years of service will be paid 2% longevity in years 26 and 27 and a compounded longevity of 2% in years 28 and 29.

SCHOOL COUNSELOR SALARY SCHEDULE (485 195 work year)

2023-24 (revised per 02-26-24 TA)

Column	I, II, III	IV	V	VI
	ВА	MA	MA 15	MA 30
Steps	to BA 30	or BA 45	or BA 60	or BA 75
1	\$54,764	\$58,012	\$61,263	\$64,511
2	\$56,922	\$60,169	\$63,416	\$66,670
3	\$59,077	\$62,330	\$65,579	\$68,825
4	\$61,237	\$64,485	\$67,735	\$70,982
5	\$63,393	\$66,642	\$69,891	\$73,141
6	\$65,549	\$68,801	\$72,047	\$75,298
7	\$67,704	\$70,957	\$74,206	\$77,454
8	\$69,866	\$73,114	\$76,364	\$79,609
9	\$72,026	\$75,271	\$78,522	\$81,769
10	\$72,026	\$75,271	\$78,522	\$81,769
11		\$77,429	\$80,677	\$83,926
12		\$77,429	\$80,677	\$83,926
13			\$83,915	\$87,165
14			\$83,915	\$87,165
15			\$83,915	\$90,398
16			\$83,915	\$90,398
17				\$93,416
18				\$93,416
19				\$96,687
20				\$96,687
21				\$99,836
22				\$99,836
23				\$103,058
24				\$103,058
25				\$106,278

Board Approved 11/03/2022 Revised w/ 2 steps compacted and 4.15% increase Per October 12, 2022 TA
Board Approved 05/02/2024 3% Increase and 40 day reduction per Feb 26,24 TA

Longevity of 2% will be paid to members when years of service exceed the last step and column, if applicable, of each schedule for up to 4 years. For example, members exceeding 25 years of service will be paid 2% longevity in years 26 and 27 and a compounded longevity of 2% in years 28 and 29.

PENDING BOARD APPROVAL 06/06/2024

SCHOOL COUNSELOR SALARY SCHEDULE (185 work year)

2024-25 (revised per 02-26-24 TA)

Column	I, II, III	IV	V	VI
	ВА	MA	MA 15	MA 30
Steps	to BA 30	or BA 45	or BA 60	or BA 75
1	\$54,764	\$58,012	\$61,263	\$64,511
2	\$56,922	\$60,169	\$63,416	\$66,670
3	\$59,077	\$62,330	\$65,579	\$68,825
4	\$61,237	\$64,485	\$67,735	\$70,982
5	\$63,393	\$66,642	\$69,891	\$73,141
6	\$65,549	\$68,801	\$72,047	\$75,298
7	\$67,704	\$70,957	\$74,206	\$77,454
8	\$69,866	\$73,114	\$76,364	\$79,609
9	\$72,026	\$75,271	\$78,522	\$81,769
10	\$72,026	\$75,271	\$78,522	\$81,769
11		\$77,429	\$80,677	\$83,926
12		\$77,429	\$80,677	\$83,926
13			\$83,915	\$87,165
14			\$83,915	\$87,165
15			\$83,915	\$90,398
16			\$83,915	\$90,398
17				\$93,416
18				\$93,416
19				\$96,687
20				\$96,687
21				\$99,836
22				\$99,836
23				\$103,058
24				\$103,058
25				\$106,278

Board Approved 11/03/2022 Revised w/ 2 steps compacted and 4.15% increase Per October 12, 2022 TA
Board Approved 05/02/2024 3% Increase per Feb 26,24 TA

2024-25 0% Sal / 10 day reduction (185 from 195) Per Feb 26, 2024 TA

Longevity of 2% will be paid to members when years of service exceed the last step and column, if applicable, of each schedule for up to 4 years. For example, members exceeding 25 years of service will be paid 2% longevity in years 26 and 27 and a compounded longevity of 2% in years 28 and 29.

Pending Board Approval - 06/06/2024

2023-24 (revised per 02-26-2024 TA)

Speech & Language Pathologist

	Steps		1	<u>2</u>	<u>3</u>	<u>4</u>		<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
ŀ	Position	 !		 	 		 					
į	SLP	\$	93,758	\$ 96,571	\$ 99,468	\$ 102,452	\$	105,525	\$ 108,691	\$ 111,952	\$ 115,310	\$ 118,770

Work Year - 193-195 days

Annual Master Degree Stipend - \$1000

Initial placement on the salary schedule will be evaluated and deterimined by the Superintendent. Credit for experience outside of the District shall not normally exceed 10 9 years for SLP new to the District.

Board approved 5/05/20

Board approved 02/03/2022 1 step compaction plus 2.15% per Nov 08, 2021 TA

Board Approved 11/03/2022 2 step compaction plus 4.15% per Oct 12, 2022 TA

Board Approved 05/02/2024 3% increase per Feb 26, 2024 TA

Pending Board Approval 06/06/2024

Longevity of 2% will be paid to members when years of service exceed the last step and column, if applicable, of each schedule for up to 4 years. For example, members exceeding 9 years of service will be paid 2% longevity in years 10 and 11 and a compounded longevity of 2% in years 12 and 13

2024-25 (revised per 02-26-2024 TA)

Speech & Language Pathologist

Steps Position		1		<u>2</u>	 <u>3</u>		<u>4</u>	<u>5</u>		<u>6</u>		<u>7</u>		<u>8</u>		<u>9</u>
SLP	\$	93,758	\$ 9	96,571	\$ 99,468	\$ 10	02,452	\$ 105,525	\$ 10	08,691	\$ 11	1,952	\$ 1	15,310	\$ 1 ⁻	18,770

Work Year - 195 193 days

Annual Master Degree Stipend - \$1000

Initial placement on the salary schedule will be evaluated and deterimined by the Superintendent. Credit for experience outside of the District shall not normally exceed 10 9 years for SLP new to the District.

Board approved 5/05/20

Board approved 02/03/2022 2021-22 1 step compaction plus 2.15% per Nov 08, 2021 TA

Board Approved 11/03/2022 2022-23 step compaction plus 4.15% per Oct 12, 2022 TA

Board Approved 05/02/2024 2023-24 3% increase per Feb 26, 2024 TA

Pending Board Approval 06/06/2024 2024-25 0% increase / work year 193 days from 195 days

Longevity of 2% will be paid to members when years of service exceed the last step and column, if applicable, of each schedule for up to 4 years. For example, members exceeding 9 years of service will be paid 2% longevity in years 10 and 11 and a compounded longevity of 2% in years 12 and 13



Email: credentials@ctc.ca.gov Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

	/ear:	
Revised Declaration of Need for y	/ear:	
OR SERVICE IN A SCHOOL DISTRIC	CT OR DISTRICT/COUNTY AUTHORIZED (CHARTER SCHOOL
Name of District or Charter: Sprec	kels Union School District	District CDS Code: 27-66225
Name of County: Monterey		County CDS Code: 27-10272
	on, the district is certifying the following	:
 A diligent search, as define 	d below, to recruit a fully prepared teacl	ner for the assignment(s) was made
 If a suitable fully prepared to recruit based on the price 		rict, the district will make a reasonable effort
scheduled public meeting held on who meet the district's specified enwas part of the agenda, and the de Enclose a copy of the board ag With my signature below, I verify the board the board the my signature below, I verify the board the board the my signature below, I verify the board the board the board the board the my signature below, I verify the board the boar	$\frac{6}{6}$ $\frac{2024}{2024}$ certifying that there is a mployment criteria for the position(s) list claration did NOT appear as part of a contenda item	d above adopted a declaration at a regularly in insufficient number of certificated persons ted on the attached form. The attached form insent calendar. By the board. The declaration shall remain in
force until June 30, _2024 Submitted by (Superintendent, Boa	ard Secretary, or Designee):	
Eric Tarallo	Bee. eta. ,, e. Bee. B. ee,	
LIIC I GIGIIO	Gh les	Superintendent
Name	Signature	Superintendent
	Signature 831-455-2550 ext 312	
Name	ū	Title
Name 831-455-9816 Fax Number	831-455-2550 ext 312 Telephone Number	Title 06/06/2024
Name 831-455-9816 Fax Number	831-455-2550 ext 312 Telephone Number	Title 06/06/2024
Name 831-455-9816 Fax Number P.O. Box 7362 Spreckels, (831-455-2550 ext 312 Telephone Number CA 93962 Mailing Address	7itle 06/06/2024 Date
Name 831-455-9816 Fax Number P.O. Box 7362 Spreckels, 0 mvalero@susd.net (Monic	831-455-2550 ext 312 Telephone Number CA 93962 Mailing Address a Valero, Executive Administrat EMail Address	Date ive Assistant to the Superintendent)
Name 831-455-9816 Fax Number P.O. Box 7362 Spreckels, 0 mvalero@susd.net (Monic	831-455-2550 ext 312 Telephone Number CA 93962 Mailing Address a Valero, Executive Administrat	Date ive Assistant to the Superintendent)
Name 831-455-9816 Fax Number P.O. Box 7362 Spreckels, (mvalero@susd.net (Monic	831-455-2550 ext 312 Telephone Number CA 93962 Mailing Address a Valero, Executive Administrat EMail Address	Date ive Assistant to the Superintendent) NPUBLIC SCHOOL AGENCY
Name 831-455-9816 Fax Number P.O. Box 7362 Spreckels, of the control of the county	831-455-2550 ext 312 Telephone Number CA 93962 Mailing Address a Valero, Executive Administrat EMail Address OF EDUCATION, STATE AGENCY OR NO	Date ive Assistant to the Superintendent) NPUBLIC SCHOOL AGENCY

CL-500 5/2024 Page 1 of 4

The Superintendent of the County Office of Education or the Director of specified above adopted a declaration on/, at least 72 that such a declaration would be made, certifying that there is an insuff the county's, agency's or school's specified employment criteria for the	hours following his or her public announcement ficient number of certificated persons who meet	
The declaration shall remain in force until June 30,	position(s) instea on the attached forms	
Enclose a copy of the public announcement Submitted by Superintendent, Director, or Designee:		
Name Signature	Title	
Fax Number Telephone Number	Date	-
		-
This declaration must be on file with the Commission on Teacher Craissued for service with the employing agency AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS Based on the previous year's actual needs and projections of enrolln permits the employing agency estimates it will need in each of the Declaration of Need for Fully Qualified Educators. This declaration slidentified below.	ment, please indicate the number of emergency identified areas during the valid period of thi	y s
This declaration must be revised by the employing agency when the exceeds the estimate by ten percent. Board approval is required for a re-		r
Type of Emergency Permit	Estimated Number Needed	
CLAD/English Learner Authorization (applicant already holds teaching credential)	0	
Bilingual Authorization (applicant already holds teaching credential)	53	
List target language(s) for bilingual authorization:		
Resource Specialist	0	
Teacher Librarian Services	0	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

0

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Emergency Transitional Kindergarten (ETK)

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	6
Single Subject	2
Special Education	
TOTAL	8

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math	1	Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	Spanish

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

 A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

An individual who is scheduled to complete initial preparation requirements within six months

	EFFORTS TO CERTIFY	, ASSIGN	AND DEVELOP FUL	LY QUALIFIED PERSONNEL
--	--------------------	----------	-----------------	------------------------

Has your agency established a District Intern program?	Yes Of	No		
If no, explain				
Does your agency participate in a Commission-approved college or university internship program?	Yes	○ No		
If yes, how many interns do you expect to have this year? _	FOUR TO SIX			
If yes, list each college or university with which you particip California State Monterey Bay, UMASS, Cal State				
If no, explain why you do not participate in an internship program.				
-				

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Email: credentials@ctc.ca.gov Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED

30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

CL-505a 5/2024

This form must be signed by either:		
The district superintendent of schools and filed 30-Day Substitute Teaching Permit will be e school district.		
OR		
The county superintendent of schools and filed of any Emergency 30-Day Substitute Tea county-operated school.		
Certification and Authorized Signature The district superintendent of schools or the county contained in this statement of need and certifies one the		s reviewed the information
Either a credentialed person is not available or deemed qualified by the district or county, as a	<u>-</u>	
OR		
The situation or circumstances that necessitate (Attach additional sheets, if necessary.)	te the use of an emergency po	ermit holder are as follows:
I hereby certify that all of the information contained in	n this statement of need is true	and correct.
Exe.	Spreckels USD	06/06/2024
Signature of the District Superintendent	District	Date
	Monterey	
Signature of the County Superintendent of Schools	County	Date

It is not necessary to submit this form to the Commission on Teacher Credentialing.

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Spreckels Union School District March 2024 Update

Philosophy, Goals, Objectives, and Comprehensive Plans

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to reference **NEW LAW** (**SB 323, 2023**) which (1) authorizes a school employee, a student's parent/guardian or educational rights holder, or a student, at specified times, to bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive safety plan to the principal, and if there is merit to the concern requires the principal to make appropriate modifications, and (2) requires comprehensive safety plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973. Additionally, policy updated to clarify that portions of the comprehensive safety plan that include tactical response to criminal incidents are not required to, but may be, publicly disclosed.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to clarify that written notifications to specified persons and entities are required when those persons or entities are available and to reflect NEW LAW (SB 323, 2023) which (1) authorizes a school employee, a student's parent/guardian or educational rights holder, or a student, at specified times, to bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive safety plan to the principal, and if there is merit to the concern requires the principal to make appropriate modifications, and (2) requires comprehensive safety plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973. Additionally, regulation updated to reflect NEW LAW (SB 671, 2023) which requires a district's comprehensive safety plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, an activity sponsored by the school, or on a school bus serving the school. In addition, regulation updated to reflect NEW LAW (SB 10, 2023) which requires schools that serve students in any of grades 7- 12 to include in their comprehensive safety plans a protocol in the event a student is suffering or reasonably believed to be suffering from an opioid overdose. Regulation also updated to reference NEW LAW (AB 1023, 2023) which provides schools increased cybersecurity support.

Delete - Board Policy 0470 - COVID-19 Mitigation Plan

Policy deleted as unnecessary due to expiration of COVID-19 public health emergency declaration, with relevant concepts incorporated into other policies.

Business

Board Policy 3516 - Emergency and Disaster Preparedness Plan

Policy updated to reflect **NEW LAW** (**SB 323, 2023**) which requires school emergency and disaster preparedness plans to include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and section 504 of the federal Rehabilitation Act of 1973.

Administrative Regulation 3516 - Emergency and Disaster Preparedness Plan

Regulation updated to include an attack or threat of attack to the district's digital network and technology infrastructure to the list of emergencies and disasters that the district and/or school site plans should cover, and routine monitoring of such technology as part of the district's strategies and actions for prevention/mitigation, preparedness, response, and recovery. Additionally, regulation updated to reference **NEW LAW (AB 1023, 2023)** which provides schools increased cybersecurity support, include automatic dialing devices as a form of communication during an emergency, and expand the list of critical information that would be needed in an emergency.

Board Policy 3550 - Food Service/Child Nutrition Program

Policy updated to reflect **NEW LAW** (**SB 348, 2023**) which (1) clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal, (2) defines a "nutritionally adequate breakfast and lunch," and (3) requires that students be provided with adequate time to eat. Additionally, policy updated to reflect **NEW LAW** (**AB 95, 2023**) which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. In addition, policy updated to reflect **NEW LAW** (**SB 114, 2023**) which establishes school food best practices such as serving freshly prepared onsite meals using minimally processed, locally grown, and sustainable food, giving priority to California-grown or produced foods, and increasing plant-based or restricted diet food options for students. Policy updated to reflect California Department of Food and Agriculture guidance about school gardens.

Board Policy 3551 - Food Service Operations/Cafeteria Fund

Policy updated to reflect **NEW LAW** (**SB 348, 2023**) which clarifies that (1) the establishment of a cafeteria fund does not preclude the district from using other funds for the purpose of purchasing school meals, and (2) districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, including a student enrolled in an independent study program as specified, regardless of the student's eligibility for a federally funded free or reduced-price meal. Additionally, policy updated to reflect **NEW LAW** (**AB 95, 2023**) which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided and **NEW LAW** (**SB 114, 2023**) which establishes school food best practices such as giving priority to using California-grown or produced, sustainably grown, or whole or minimally processed foods, increasing plant-based or restricted diet food options for students, and preparing fresh meals onsite.

Administrative Regulation 3551 - Food Service Operations/Cafeteria Fund

Regulation updated for clarity and alignment with the accompanying Board Policy, with references to outdated material deleted.

Board Policy 3553 - Free and Reduced Price Meals

Policy updated to reflect **NEW LAW** (**SB 348, 2023**) which clarifies that districts are required to make available, during each school day and free of charge, one nutritionally adequate breakfast and one nutritionally adequate lunch to any student who requests a meal, regardless of the student's eligibility for a federally funded free or reduced-price meal, and **NEW LAW** (**AB 95, 2023**) which clarifies that districts may sell a nutritiously adequate meal that qualifies for federal reimbursement to a student after a free meal has been provided. Additionally, policy updated to clarify that meals served under the school nutrition program meet district-adopted guidelines, in addition to state and federal nutrition standards. In addition, policy updated to more closely align with code language.

Administrative Regulation 3553 - Free and Reduced Price Meals

Regulation updated for clarity and alignment with the accompanying Board Policy, with references to outdated material deleted.

Personnel

Board Policy 4111/4211/4311 - Recruitment and Selection

Policy updated to reflect **NEW GUIDANCE** from the California Department of Education and the Commission on Teacher Credentialling related to the benefit to students when district staff reflects the racial, ethnic, linguistic and cultural diversity of the district, and when the district's recruitment and selection process seeks to establish and maintain a diverse staff. Additionally, policy updated to include that the pay scale for an open position be included in the job posting. In addition, policy updated to include that discrimination iring based on the person's use of cannabis off the job and away from the workplace is prohibited, and reflect NEW LAW (SB 700, 2023) which prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information, In addition, policy updated to provide that the district retains the right to maintain drug-free schools and to prohibit employees from possessing, being impaired by, or using cannabis while on the job. Policy also updated to include that, in addition to Governing Board approval and district needs, the provision of incentives to recruit teachers be in accordance with any applicable collective bargaining agreement.

Administrative Regulation 4112.5/4212.5/4312.5 - Criminal Record Check

Regulation updated to reference that discrimination against a person in hiring based on the person's use of cannabis off the job and away from the workplace is prohibited, including **NEW LAW (SB 700, 2023)** which prohibits the district from requesting information from an applicant related to the applicant's prior use of cannabis, apart from the person's criminal history, unless the district is otherwise legally permitted to consider or inquire about that information. Additionally, regulation updated for clarity.

Board Policy 4118 - Dismissal/Suspension/Disciplinary Action

Policy updated to generalize the material related to the basis for disciplinary action, and reflect **NEW COURT DECISION** (Visalia Unified School District v. PERB) which held that service as a union officer constitutes protected activity under the Educational Employment Relations Act for purposes of complaints of retaliation for union activities, and that retaliation solely for engaging in protected activities is prohibited. Additionally, policy updated to amend the list of what may be considered disciplinary actions to more closely align with law, and to add new section "Compulsory Leave of Absence" for consistency with law and the accompanying administrative regulation.

Regulation 4118 - Dismissal/Suspension/Disciplinary Action

Regulation updated to reference that discrimination against a person in termination or any term or condition of employment based on the person's use of cannabis when off the job or away from the workplace is prohibited, and to clarify that proper notice is required by March 15 of the employee's second complete consecutive year of employment for the district to not rehire a probationary employee for the following school year without giving a statement of reasons. Additionally, regulation updated to delete outdated material and for clarity.

Board Policy 4140/4240/4340 - Bargaining Units

Policy updated to clarify use of "employee organization," "recognized employee organization," "exclusive representative," and "bargaining unit". Additionally, policy updated to clarify Public Employee Relations Board opinions regarding when a district may restrict the wearing of union buttons, insignia, or other pictorial or written messages by employees, when a district may limit an employee organization's ability to communicate with its members, and what constitutes "reasonable restrictions" by a district. In addition, policy updated to remove outdated material related to COVID-19, and reflect **NEW LAW** (**AB 243, 2023**) which extends the Safe at Home address confidentiality protection to victims of child abduction and members of their households. Policy also updated for clarity, precision, organization, and consistency.

Board Policy 4157/4257/4357 - Employee Safety

Policy updated to reference **NEW LAW** (**SB 553, 2023**) which requires, starting July 1, 2024, districts to establish, implement, and maintain at all times and in all work areas a workplace violence prevention plan with specified components.

Administrative Regulation 4157/4257/4357 - Employee Safety

Regulation updated to add that the Department of Industrial Relations Division of Occupational Safety and Health may prohibit entry into a place of employment when, in its opinion, the place of employment exposes employees to an imminent hazard. Additionally, regulation updated to reflect **NEW LAW (SB 553, 2023)** which requires, starting July 1, 2024, districts to (1) establish, implement, and maintain at all times and in all

work areas a violence prevention plan with specified components, and (2) provide all employees with training when the plan is first established and annually thereafter. In addition, regulation updated to delete outdated information related to actions districts were required to take upon notice of potential exposure to COVID-19.

Administrative Regulation 4157.1/4257.1/4357.1 - Work-Related Injuries

Regulation updated to move material related to notice requirements for an employee who is a victim of a crime for better placement of content, and delete outdated information related to workers' compensation benefits for illness or death resulting from COVID-19.

Board Policy 4218 - Dismissal/Suspension/Disciplinary Action

Policy updated to add that the Governing Board expects all employees to serve as positive role models at school and in the community for consistency with expectations for certificated staff, generalize the material related to the basis for disciplinary action, and reflect **NEW COURT DECISION** (Visalia Unified School District v. PERB) which held that service as a union officer constitutes protected activity under the Educational Employment Relations Act for purposes of complaints of retaliation for union activities, and that retaliation solely for engaging in protected activities is prohibited. Additionally, policy updated to amend the list of what may be considered disciplinary actions to more closely align with law, clarify that if a timely request for a hearing is submitted, a third-party hearing officer is required to conduct the hearing if the Board has delegated such authority, and to add new section "Compulsory Leave of Absence" for consistency with law and the accompanying administrative regulation.

Administrative Regulation 4218 - Dismissal/Suspension/Disciplinary Action

Regulation updated to reference that discrimination against a person in termination or any term or condition of employment based on the person's use of cannabis when off the job or away from the workplace is prohibited. Additionally, regulation updated to delete outdated material and for clarity.

Students

Board Policy 5126 - Awards for Achievement

Policy updated to add that a budget be established for the purpose of student awards, and that no fee or other cost be charged to any student in relation to any requirements in qualifying for or receiving any district achievement awards. Additionally, policy updated to separate out the State Seal of Biliteracy material from district established awards for biliteracy, and to clarify that the Governing Board may prohibit the district committee which administers the district's scholarship and loan fund from accepting any donation under conditions it finds incompatible with the fund's intents and purposes as specified in Board Policy 3290 - Gifts, Grants and Requests.

Board Policy 5141.21 - Administering Medication and Monitoring Health Conditions

Policy updated to reflect **NEW LAW** (**AB 1283, 2023**) which authorizes districts to provide emergency stock albuterol inhalers to school nurses or trained personnel who have volunteered, who may use the inhaler to provide emergency medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress, and **NEW LAW** (**AB 1722, 2023**) which authorizes districts to hire a licensed vocational nurse following Governing Board approval that a diligent search was conducted for a credentialed school nurse.

Board Policy 5144 - Discipline

Policy updated to reflect **NEW LAW** (**SB 291, 2023**) which, beginning with the 2024-25 school year, prohibits a school staff member from denying a student's recess unless the student's participation poses an immediate threat to the physical safety of the student or one or more of the student's peers. Additionally, policy updated to clarify that the Governing Board may, but is not required, to review approved discipline rules for consistency with Board policy and state law. In addition, policy updated to include interventions and supports to students as a priority in determining appropriate discipline.

Administrative Regulation 5144 - Discipline

Regulation updated to clarify that "junior high" and "high school students" are interpreted to mean students in grades 7-12, which affects the list of representatives for the development of site-level disciplinary rules, and that supervised suspension is one of the means of discipline that may be used when other means of correction have failed to bring about proper conduct. Additionally, regulation updated to reflect NEW LAW (SB 10, 2023) which expresses the legislative intent that districts use alternatives to a referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid to the extent that the alternative is not in conflict with any other law requiring a referral, and that a multi-tiered system of supports may be utilized, **NEW LAW** (AB 1165, 2023) which encourages districts to have a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, and the victim, to engage in a restorative justice practice suitable to address the needs of both of the students, engage the perpetrator in a culturally sensitive program, and to regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues, and NEW LAW (SB 291, 2023) which, beginning with the 2024-25 school year, prohibits a school staff member from denying a student's recess unless the student's participation poses an immediate threat to the physical safety of the student or one or more of the student's peers.

Instruction

Board Policy 6115 - Ceremonies and Observances

Policy updated to add events of present day significance to the Governing Board's recognition of the importance of students celebrating events of significance, as observances which districts are required to hold by law may include current laws and rights. Additionally, policy updated to reflect that specified commemorative exercises may be required by law and include educational components.

Administrative Regulation 6115 - Ceremonies and Observances

Regulation updated to reflect **NEW LAW** (**AB 800, 2023**) which requires districts to observe, during the week that includes April 28, "Workplace Readiness Week" by providing high school students with specified information on their rights as workers, and, for students in grades 11 and 12, for the observances to be integrated into the regular school program consistent with the history-social science framework. Additionally, regulation updated to reflect that specified commemorative exercises may be required by law. In addition, regulation updated to add to the list of when the national flag is required to fly at half-staff to include the death of a first responder in the state who dies while serving in the line of duty.

Board Policy 6141.2 - Recognition of Religious Beliefs and Customs

Policy updated to reflect **NEW GUIDANCE** from the U.S. Department of Education regarding constitutionally protected prayer and religious expression in public schools and Appendix F of the California Department of Education's History and Social Science Framework which offers guidance and support for educators regarding the recognition of religious beliefs and customs. Additionally, policy updated to add that instruction regarding the role of religion in society be consistent with adopted instructional materials and state standards. In addition, policy updated to reflect U.S. Supreme Court decision (Kennedy v. Bremerton) which held that the employee, a football coach, did not coerce students to pray when the employee knelt at midfield after games to offer a quiet personal prayer, rejected the district's argument that any visible religious conduct by a teacher or coach amounted to impermissible coercion on students, and concluded that the coach was acting in a private capacity and not in the capacity of an employee of the district when the prayer was offered during a time when school employees were free to attend to personal matters. Policy also updated to reflect NEW COURT DECISION (Fellowship of Christian Athletes v. San Jose Unified School District) in which the Ninth Circuit U.S. Court of Appeals held that it would be discrimination for a district to fail to recognize a student club with religiously based leadership requirements upon a finding that multiple student clubs imposed certain requirements for membership or leadership positions—i.e., discriminated against certain students—but that the district only objected to the Fellowship of Christian Athletes' requirements because of the religious basis of the requirements.

Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs

Regulation updated to reflect Appendix F of the California Department of Education's History and Social Science Framework which offers guidance and support for educators regarding the recognition of religious beliefs and customs.

Board Policy 6175 - Migrant Education

Policy updated to reference this group of highly mobile students as "students who are migratory" to align with language found within the Education Code and the California Department of Education's 2023-24 federal program monitoring instrument.

Administrative Regulation 6175 - Migrant Education

Regulation updated to reference this group of highly mobile students as "students who are migratory" to align with language found within the Education Code and the California Department of Education's (CDE) 2023- 24 federal program monitoring instrument. Additionally, regulation updated to include that a student who is migratory may, but is not required, to be provided with programs for online instruction as a substitute for physical attendance, and to delete material related to family literacy services, as the funding and legal basis no longer exist. In addition, regulation updated to provide that for summer school programs, the number of instructional days may be decreased if there are holidays for which schools are required to be closed, that districts are required to make facilities available at no cost to other agencies that request facilities for the operation of migrant summer school program unless just cause for denial exists, and that districts who receive authorization and funding from CDE to provide an extended school year program to migratory students who, due to family movement, enroll in transitional kindergarten, kindergarten, or any of grades 1-6, on or after March 1 of the school year and depart on or before December 1 of the next school year, are required to operate such program in accordance with law. Regulation also updated to add material related to requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete districtestablished or statewide course requirements.

Bylaws

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that a study session, retreat, public forum, or discussion meeting of the Governing Board must either be held as a regular or special Board meeting. Additionally, bylaw updated to reflect **NEW LAW (AB 557, 2023)** which extended and modified the ability of a Board member to join a meeting by teleconference due to just cause or emergency circumstances or during a proclaimed state of emergency. In addition, bylaw updated to remove outdated COVID-19 related requirements. Bylaw also updated for clarity, precision, organization, and consistency.

Board Bylaw 9323.2 - Actions by the Board

Bylaw updated to add that the Governing Board may take action on a request by a Board member to participate by teleconference due to emergency circumstances if it is not on the posted agenda so long as there was not sufficient time to place it on the agenda. Additionally, bylaw updated to remove language related to the authority of the district attorney's office or an interested person to file a civil action asking the court to order the Board to stop or prevent a Brown Act violation and replace it with language requiring the district attorney's office or interested person to first present a demand to "cure and correct" the alleged violation and, when such occurs, for the Board to consult with legal counsel on if and how to respond.

Exhibit(1) 9323.2 - Actions by the Board

Exhibit updated to clarify that the exhibit is a non-exhaustive list of actions that require more than a simple majority vote and that have restrictions on when the Governing Board may act. Additionally, exhibit updated to remove, in the section "Actions Requiring a Two-Thirds Vote of the Membership of the Board," an item related to school facilities improvement districts as well as an item related to parcel taxes, both of which do not require a two-thirds vote. In addition, exhibit updated to add sections on "Actions Required to Occur During a Regular Board Meeting" and "Prohibitions on Certain Board Actions". Exhibit also updated to reflect NEW LAW (SB 494, 2023) which prohibits the Board from taking action to terminate a superintendent or assistant superintendent without cause within 30 calendar days after the first convening of the Board after a general election at which one or more of the Board members are elected or recalled, and NEW LAW (SB 229, 2023) which requires a district that is disposing of surplus land and has received notification of a violation to hold an open and public meeting to review and consider the substance of the notice of violation and prohibits the Board from taking final action to ratify or approve the proposed disposal of surplus land until a public meeting is held. Exhibit also updated for clarity, precision, organization, and consistency.

Delete - Exhibit(2) 9323.2 - Actions by the Board

Exhibit deleted as districts should consult with legal counsel if there is a need to respond to a "cure and correct" letter.

Status: DRAFT

Policy 0441.2: ^Cybersecurity and Data Privacy

Original Adopted Date: Pending | Last Reviewed Date: 05/02/2024

CYBERSECURITY AND DATA PRIVACY

The Governing Board recognizes the responsibility to adopt appropriate administrative, technical, and physical safeguards and controls to protect and maintain the confidentiality, integrity and availability of its data, data systems, and information technology resources.

The purpose of this policy is to ensure the implementation of industry security standards and best practices to protect sensitive data, student records, direct/indirect identifiers, and the district's technology infrastructure.

It is the responsibility of Spreckels Union School District:

- To comply with legal and regulatory requirements governing the collection, retention, dissemination, protection, and destruction of information:
- To maintain a comprehensive Cybersecurity and Data Privacy Program designed to satisfy its statutory and regulatory obligations, enable, and assure core services, and fully support the district's goals;
- To protect personally identifiable information (PII), and sensitive and confidential information from unauthorized use or disclosure;
- To address the adherence of its vendors to federal, state, and California Education Code requirements in vendor agreements;
- To train its users to share a measure of responsibility for protecting Spreckels Union School District student data and data systems;
- To identify its required cybersecurity and data privacy responsibilities and goals, integrate them into relevant processes, and commit the appropriate resources towards the implementation of such goals; and
- To communicate its required cybersecurity and data privacy responsibilities and goals, and the consequences of non-compliance, to its users.

Scope

The policy applies to all Spreckels Union School District employees, interns, volunteers ("Users"), and third-party contractors who receive or have access to Spreckels Union School District data, network and/or online systems.

This policy encompasses all systems, automated and manual, including systems managed or hosted by third parties on behalf of the district, and addresses all information, regardless of the form or format, which is created or used in support of the activities of the district.

Security Standards

Spreckels Union School District utilizes the Center for Internet Security (CIS) Critical Security Controls® as the standard for the District's Cybersecurity and Data Privacy Program to ensure the highest standards of cybersecurity practices throughout the District. A series of procedures based on each CIS Security Control will be developed in partnership with the Center for Internet Security, Monterey County of Education, and other resources.

Data Privacy

- A. State and federal laws, such as the Family Educational Rights Privacy Act (FERPA), California Education Code 49073.1, and others, establish baseline parameters for what is permissible when sharing student PII.
- B. Data protected by law must only be used in accordance with Education Code policies to ensure it is protected from unauthorized use and/or disclosure.
- C. Spreckels Union School District has established a Technology Acquisition Process (TAP) to manage its use and sharing of data protected by law. The TAP review team, together with program administrators, determine whether a proposed use of PII would benefit students and curriculum programs, and ensure that PII is not included in public reports or other public documents, or otherwise publicly disclosed.
- D. No student PII data shall be shared with third parties, which includes free online services without a California Student Data Privacy written agreement that complies with state and federal laws and regulations or signed parental consent. No student data will be provided to third parties unless it is permitted by state and federal laws and regulations. Third-party contracts must include data safeguards and provisions required by state and federal laws and regulations.
- E. Contracts with third parties that will receive or have access to PII must outline how the contractor will ensure

- the confidentiality of data is maintained in accordance with state and federal laws and regulations and this policy.
- F. It is Spreckels Union School District's policy to provide all protections afforded to parents and persons in parental relationships, or students where applicable, as required under FERPA, the Individuals with Disabilities Education Act, and the federal regulations implementing such statutes. Therefore, Spreckels Union School District shall ensure that its contracts require that the confidentiality of student data be maintained in accordance with federal and state law and this policy.

Incident Response and Notification

The Superintendent or designee will respond to cybersecurity and data privacy incidents in accordance with District Cybersecurity and Data Breach Notification procedures and Incident Education Code regulations. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any cybersecurity attack or other cybersecurity incident.

Acceptable Use

Spreckels Union School District technology department is obligated to conserve and protect district resources for the benefit of the public interest; however, the responsibility and accountability for the appropriate use of district resources rests with the individual who uses the resource or who authorizes such use. Noncompliance with board policy may result in disciplinary action consistent with district policies and/or, if appropriate, termination of contracts and services with the district. Violations of the law may result in criminal prosecution and/or disciplinary action by the district.

Access to district technology resources, including the internet, shall be made available to users for instructional and administrative purposes and in accordance with federal and state laws, district policies and job functions.

Access privileges will be granted in accordance with the user's job responsibilities and will be limited only to those necessary to accomplish assigned tasks by job functions (i.e., least privilege). All district user accounts will utilize a form of Multi-factor Authentication, also known as MFA or 2FA. Accounts will be removed, and access will be disabled, for all those who have left the district unless otherwise authorized by the Superintendent or designee.

Employees will communicate via email, on district authorized equipment through their assigned susd.org or other district accounts as assigned. District or student data will not be sent to or forwarded to an employee's personal email account.

Only district authorized equipment shall be permitted to be connected to the district's internal networks. A guest wireless network may be made available for guest devices. Guest access is governed by all district policies and acceptable agreements.

Security Awareness and Training

All users with access to district data, technology resources, and data systems must annually complete the cybersecurity and data privacy training offered by the district. In addition, the district will conduct ongoing cybersecurity awareness campaigns and may require further training to promote continued awareness and education of cybersecurity risks.

CONTRACT OF EMPLOYMENT SUPERINTENDENT SPRECKELS UNION SCHOOL DISTRICT

THIS AGREEMENT, entered into by the Governing Board of the Spreckels Union School District ("District" or "Board") and Eric Tarallo ("Superintendent") is effective when signed by both parties and approved by the Board.

THE PARTIES MUTUALLY AGREE AS FOLLOWS:

- 1. <u>Employment:</u> The District employs Eric Tarallo to serve as Superintendent of Spreckels Union School District according to the following terms and conditions:
- 2. <u>Term of Employment:</u> The term of the Superintendent's employment is 48 months, commencing July 1, 2024, and ending June 30, 2028. Prior to June 30 each year, the Board will consider, at a board meeting held in accordance with law, whether to extend the contract of the Superintendent for an additional year.
- 3. <u>Salary:</u> The Superintendent's annual base salary will be \$207,969 in 2024-25, \$214,208 in 2025-26, \$220,635 in 2026-27, and \$227,253 in 2027-28. This base salary does not include compensation paid for medical, dental, or vision insurance, bonus, auto allowance, professional dues with the Association of California School Administrators, or contribution to tax shelter annuity. Superintendent's salary shall be payable in twelve approximately equal monthly payments, less all applicable taxes and deductions.
- 4. Performance based compensation: The Board may, in its sole discretion, award the Superintendent an annual performance-based compensation of up to \$10,000. The amount of the performance-based compensation, if any, shall be based upon merit and completion of the goals detailed in Appendix B to this Agreement, and any other criteria determined by the Board. The compensation, if any, shall be paid, less applicable taxes, within 45 days of completion of the Superintendent's annual review.
- 5. <u>Increase in Salary and/or Benefits:</u> The Board may, in its sole discretion or by mutual agreement with the Superintendent, increase the Superintendent's salary and/or benefits for any period of this Agreement. Any such increase shall not amend any provision of this Agreement except for compensation and shall not affect the termination date of this Agreement. Any salary increase shall be effective on any date ordered by the Board, in accordance with Education Code section 35032. Cost of living adjustments must be made in accordance with board policy 2121.
- 6. Work Year: Superintendent shall work 225 days during each calendar year during the term of this Agreement. Holidays shall be counted as workdays only if actually worked. In the event of termination of this Agreement for any reason, workdays worked prior to the termination in the calendar year of termination in excess of 225 per year shall be paid at a daily rate of 1/225 of the annual base salary existing on the termination date. Up to 25 excess work days will be paid out at the end of the Superintendent's tenure with the District at his daily rate the final year of his contract before leaving the District.

7. <u>Duties and Responsibilities of Superintendent:</u>

a. As Superintendent, Mr. Tarallo shall be the chief administrative officer of the District. He shall give his professional services exclusively to the District during the period of this agreement except as otherwise provided in this document and he shall attend all regular and special meetings of the Board, unless otherwise excused by the Board. He shall

faithfully and diligently perform the duties and responsibilities regularly performed by the superintendents of school districts in this state, those required by applicable state and federal law and regulations, Board policy, and duties assigned to him from time to time by the Board. For all his services to the District, he shall accept as full payment the compensation provided in this Agreement. It is expected that Superintendent will participate actively in community organizations in a manner consistent with his employment duties. Superintendent shall also fulfill the requirements in appendix A.

8. <u>Consultation Services:</u> During the term of this agreement, any and all professional or consultation services which Superintendent is requested to perform by persons or entities outside the District for compensation or honorarium must be approved in advance by the Board, which may approve or deny such requests in its sole discretion.

9. Evaluation of Superintendent's Job Performance:

- The Board shall discuss on an as-needed basis its working relationship with the Superintendent and his job performance, including a mid-year verbal discussion each school year. No later than March 15 of each year, the Superintendent shall notify the Board of its responsibility to evaluate the Superintendent, provide the Board with copies of this Agreement, and the Superintendent current performance objectives. The Superintendent shall work with the Board to develop a timeline for each year's evaluation process. At least once a year a portion of a Board meeting's Closed Session shall be devoted to (1) formal criteria to be used to evaluate the Superintendent, (2) an oral and written evaluation of the Superintendent's performance, (3) a review of the Superintendent's salary and benefits, and (4) discussion of goals and objectives for the succeeding year. (5) inclusion of performance during unforeseen emergencies that may occur during the course of the year. The Superintendent's evaluation shall be completed by June 30 of each year. If the evaluation is not completed by June 30, the Superintendent's performance for that year shall be deemed satisfactory. Nothing in this Agreement shall preclude the Board from evaluating the Superintendent's more than one time per year. Among other criteria, the evaluation shall be based upon the job description and any mutually agreed upon goals and objectives, such as those defined in Appendix B.
- b. Prior to the start of the last year of this Agreement (or any extension thereof), the Board shall meet to determine whether to extend the remaining term of this agreement up to a maximum of four (4) years. If the Board in its sole discretion does not decide to extend the term, or if the Superintendent declines the proposed extension, then this Agreement shall expire upon completion of the existing term, unless sooner terminated in accordance with section 13, below, or renewed pursuant to Education Code § 35031.
- 10. <u>Fringe Benefits:</u> The Superintendent shall be provided health and welfare benefits from California Valley Trust (CVT) under the following plans: Medical (include Life Insurance \$25,000), Employee plus Children PPO 3B / Dental, Family Standard Incentive \$2,500 / Vision, Family Plan C \$10.00 Deductible.

The District will contribute an amount equal to 8% of the Superintendent's salary to a Tax Sheltered Annuity designated by the Superintendent. The District will also pay for the Superintendent's annual dues with the Association of California School Administrators.

- 11. **Sick Leave and Other Leaves:** The Superintendent shall be provided with leave benefits as follows:
- All leaves which are provided to other certificated administration/management employees
 of the District.

- b. Leave time may also be provided on an as-needed basis for the Superintendent's growth in management and education. This leave is non-cumulative, requires prior Board approval, and shall be with or without pay as the Board determines.
- c. When the Superintendent anticipates that he will be absent for five (5) or more consecutive days off of work, he shall give notice in advance to the Board President. Days that the Superintendent decides not to work shall be considered vacation days.

12. Reimbursement for Expenses:

- a. Superintendent shall be reimbursed for all documented, actual and necessary expenses incurred as a result of performing job duties, including but not limited to business-related travel to attend conferences when approved in advance by the Board (lodging, airfare, meals, conference fees, parking and purchase of business- related supplies). With advance approval the Superintendent shall be reimbursed for the costs of membership in community service and professional organizations that will be of benefit to the District. District reserves the right to review and regulate the incurring of all expenses. District may require documentation of any expenses claimed under this paragraph.
- b. In lieu of a District vehicle, the Superintendent will receive a monthly stipend of five hundred dollars for travel within the county for official business. No additional reimbursement will be received for travel within a 120 mile radius of the District. Reimbursement for travel outside of a 120-mile radius of the District will be paid for in accordance with board policy.
- 13. <u>Termination of Employment Relationship:</u> This Agreement may be terminated prior to its expiration date on any of the following bases:
 - a. By mutual agreement, at any time.
 - b. For any of the causes set forth in Education Code § 44934. If the Board seeks to terminate this Agreement for such cause, the Superintendent shall be entitled to the protections and procedure set forth in Education Code § 44930, et seq.
 - c. The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time. In consideration for the exercise of this right, the District shall pay to Superintendent a monthly sum equal to the difference between the Superintendent's salary in effect during his last month of service and the amount earned after the effective date of termination for the remainder of this Agreement or twelve (12) months, whichever is less. Payments to Superintendent shall be made on a monthly basis unless the Board agrees otherwise. As a condition of payment, the Superintendent must file a written statement with the Board no later than the tenth (10th) day of each month listing his earnings for the previous month. Failure to file the statement by the tenth (10th) day of each month shall result in the District having no duty to pay for that month.

For purposes of this Agreement, the term "salary" shall include only the Superintendent regular monthly base salary and shall not include the value of any other form of compensation or benefit, or reimbursements received under this Agreement. Payments made pursuant to this termination without cause provision may be subject to applicable payroll deductions and treated as compensation for state and federal tax purposes. No payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for retirement purposes. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay and shall not count for any retirement purposes; accordingly, no deductions shall be made for retirement purposes.

The parties agree that any damages to the Superintendent that may result from the Board's early termination of this Agreement cannot be readily ascertained. Accordingly, the parties agree that the payments made pursuant to this termination without cause

provision constitute reasonable liquidated damages for the Superintendent, fully compensate the Superintendent/ for all tort, contract and other damages of any nature whatsoever, whether in law or equity, and do not result in a penalty. The parties agree that the District's completion of its obligations under this provision constitutes the Superintendent's sole remedy to the fullest extent provided by law. Finally, the parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code sections 53260, et seq.

Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal practices, then the Board may terminate the Superintendent and the Superintendent shall not be entitled to the cash, salary payments, health benefits or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260, subdivision (b).

- d. At the Board's option, if the Superintendent/ is unable to serve in his position because of physical or mental condition, or a combination of both, and upon expiration of the sick leave entitlement provided by statute and district policy. The Board shall not make this determination until it receives a written report from a physician of its choosing who has examined the Superintendent/ and reported that he is presently unable to perform the duties of this position.
- e. In the even the superintendent is convicted of a crime involving the abuse of power, the superintendent is required to reimburse the district for paid leave or cash settlement.
- 14. **Indemnity:** In accordance with the provisions of Government Code 825 and 995, the District shall defend the Superintendent/ from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent/ in his individual capacity or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent/ was acting within the scope of employment. Unless there is a finding of criminal action, actual fraud, corruption or actual malice, the District shall hold harmless and indemnify the Superintendent/ from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent/ in his individual capacity or in Superintendent/ official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, suit, action, or legal proceeding arose while the Superintendent/ was acting within the scope of his employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this contract and its provisions, duties and responsibilities of the Superintendent's job performance including any extensions of this Agreement. Upon retirement from the District, Superintendent/ will continue to be indemnified for any actions taken against him related to his role as Superintendent, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent was acting within the scope of employment.
- 15. Notification of Renewal: Not later than 60 days prior to the termination date of this Agreement (including any amendments), the Superintendent shall notify, in writing, each member of the Governing Board of the provision of Education Code Section 35031 and of the fact that this Agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless the Governing Board gives written notice of non-renewal to the Superintendent at least 45 days prior to expiration. The failure of the Superintendent to give notice required by this paragraph constitutes a material breach of the terms of employment and constitutes an independent cause for termination of the Superintendent.

- 16. <u>Tax/Retirement/STRS Issues</u>. Notwithstanding any other provision of this Agreement, the District shall not be liable for any state, federal, or employment tax consequences or retirement consequences as a result of this Agreement. Superintendent shall assume sole liability for all state, federal or employment tax consequences and retirement consequences and shall defend, indemnify and defend the District from all such consequences.
- 17. <u>Waiver</u>. Any waiver of any breach of any term or provision of this Agreement shall be in writing and shall not be construed to be a waiver of any other breach of this Agreement.
- 18. <u>Complete Agreement</u>. This Agreement constitutes and contains the entire agreement and understanding between the parties concerning the Superintendent's employment with the District. This instrument supersedes and replaces the existing employment agreement and all prior negotiations, and all agreements proposed or otherwise, whether written or oral.
- 19. **Governing Law.** This Agreement has been executed and delivered within the State of California, and rights and obligations of the parties hereunder shall be construed and enforced in accordance with, and governed by, the laws of the State of California.
- 20. <u>Construction</u>. Each party has cooperated in the drafting and preparation of this Agreement. Hence, in any construction to be made of this Agreement, the same shall not be construed against any party on the basis that the party was the drafter. The captions of this Agreement are not part of the provisions of this Agreement and shall have no force or effect.
- 21. **Execution.** This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.
- 22. **No Assignment.** This is an Agreement for personal services. The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.
- 23. <u>Modification</u>. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties.
- 24. **Exclusivity.** To the extent permitted by law, the employment relationship between the District and the Superintendent shall be governed exclusively by the provisions of this agreement and not by Board policies, administrative regulations, Management Handbooks or similar documents.
- 25. <u>Independent Representation</u>. The Superintendent and the Board each recognize that in entering into this Agreement, the parties have relied upon the advice of their own attorneys or other representatives, and that the terms of this Agreement have been completely read and explained to them by their attorneys or representatives, and that those terms are fully understood and voluntarily accepted.
- 26. Management Hours. The parties recognize that the demands of the position will require Superintendent to average more than eight (8) hours a day and/or more than forty (40) hours per week. The parties agree that Superintendent shall not be entitled to overtime compensation or compensatory time off for hours worked in excess of eight (8) hours per day or forty (40) hours per week.
- 27. **Savings Clause.** If any provision of this Agreement or its application is held invalid, the invalidity shall not affect the other provisions or applications of the Agreement that can be given effect without the invalid provisions or applications and the provisions of this Agreement are

declared to be severable.

- 28. **Board Approval**. The effectiveness of this Agreement shall be contingent upon approval by the District's Board in open session as required by law.
- 29. **Binding Effect**. This Agreement shall be for the benefit of and shall be binding upon all parties and their respective successors, heirs, and assigns.
- 30. <u>Execution of Other Documents</u>. The parties shall cooperate fully in the execution of any other documents and in the completion of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.
- 31. <u>Public Record</u>. The parties recognize that, once final, this Employment Agreement is a public record and must be made available to the public upon request.

By their authorized signatures below, the parties signify their intention to be bound by the terms of this agreement.

SUPERINTENDENT	GOVERNING BOARD OF THE SPRECKELS UNION SCHOOL DISTRICT
Eric Tarallo	by Chris Hasegawa, President
	By Peter Odello, Clerk

Appendix A

JOB DESCRIPTION: Superintendent

SUPERVISOR: Board of Trustees

Brief Description of Position

To serve as chief executive officer in charge of the District's schools, to be responsible for the overall operation of the school district, and to supervise all certificated and classified staff.

MAJOR DUTIES AND RESPONSIBILITIES

- 1. Interprets and applies State, County, and School District laws, regulations, policies, and procedures in the district.
- 2. Directs, assists and supervises staff in carrying out an effective instructional program through conferences, meetings, bulletins, in-service workshops and demonstrations, experimentation, interpretation of guides and classroom visits.
- 3. Acts both as professional advisors to the Governing Board in the formulation of policies for the government of the schools and as executor of the policies adopted by the Governing Board.
- 4. Serves as Secretary to the Board of Education.
- 5. Nominates all assignments transfers, and promotions of all employees of the District.
- 6. Makes all assignments, transfers, and promotions of all employees of the District with approval of the Board.
- 7. Supervises all instruction and the control and management of all pupils; is responsible for formulation of curriculum and courses of study.
- 8. Recommends for adoption and purchase of textbooks, instructional supplies, and school equipment needed to carry out a good instructional program.
- 9. Prepares the annual budget and submits it to the Governing Board for approval.
- 10. Has control and supervision of all school buildings, grounds and equipment.
- 11. Recommends or approves all plans for repairs to school property and for new construction and shall see that all plans adopted are properly executed.
- 12. Has power to make rules and regulations to govern routine administrative matters under the general policies of the Governing Board.
- 13. Makes reports on conditions and progress of the schools upon request of the Governing Board.
- 14. Hears complaints against the schools which are brought to the superintendent's attention

and shall act as judge in matters of controversy between various school employees and pupils, parents of pupils, or patrons, when the controversies relate to school affairs; the Governing Board shall act as a court of appeal from the Superintendent's decision in such matters.

- 15. Delegates to subordinates any of the duties and powers of the superintendent's office which the Governing Board has assigned, but in every instance continues to be responsible to the Governing Board for the execution of the powers and duties delegated.
- 16. Interprets a district program and its curriculum to parents through the Parent-Teacher Organizations, open house, personal conferences and bulletins; promotes greater understanding among community groups of school objectives, accomplishments and problems; represents the District in professional and community groups.

MINIMUM QUALIFICATIONS

1. Applicable Credentials:

Valid School Administrative Credential and Teacher's Credential, subject to the Board's discretion to waive such requirements pursuant to Education Code section 35029.

Appendix B Superintendent's Annual Goals 2023-24

Goal Category	Objective	Measure of Success	Percent of Performance- Based Compensation
Student Attendance	Student Attendance Rate of 95% or higher	Student Attendance Rate of 95% or higher on the Second Principal Apportionment (P2)	20
LCAP Development	Successful implementation of the 2023-24 LCAP	Demonstrate to the board that the 2023-24 LCAP has been implemented by the May 2024 board meeting	20

Communications/ Stakeholders Involvement/Public Relations/ Community Outreach	Improve and broaden communications with district stakeholders; Include all stakeholders (Board, staff, parents, students, etc.) in the development of 2023-24 LCAP. Position SUSD as a community leader in educational outreach	 Report steps taken to increase stakeholder access to district meetings, events, etc. (e.g. livestream board meetings, include virtual options for committee meetings, etc.) Hold and report back from various stakeholder committee meetings Hold at least two district/community parent information events on relevant topics (e.g. Safety, Wellness, Equity, etc.) Distribute "Monday Memos" to the district community each week that summarizes district events, policies, etc. 	20
Learning Loss and Social Emotional Support	Implement the district's bridging program	Provide regular updates on the progress and success of each phase (including the # of students served) of the district's bridging program	20

Special Education/ Intervention	Provide a continuum of SPED and Intervention services to meet the needs of students with special needs and struggling non-SPED students alike	Oversee the operations of the district's SPED and Intervention programs and provide an annual report to the Board of Trustees by the May 2024 board meeting	20
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CONTRACT OF EMPLOYMENT SUPERINTENDENT/PRINCIPAL SPRECKELS UNION SCHOOL DISTRICT

THIS AGREEMENT, entered into by the Governing Board of the Spreckels Union School District ("District" or "Board") and Eric Tarallo ("Superintendent/Principal") is effective when signed by both parties and approved by the Board.

THE PARTIES MUTUALLY AGREE AS FOLLOWS:

- 1. **Employment:** The District employs Eric Tarallo to serve as Superintendent/Principal of Spreckels Union School District according to the following terms and conditions:
- 2. <u>Term of Employment:</u> The term of the Superintendent/Principal's employment is 48 months, commencing July 1, 2024, and ending June 30, 2028. Prior to June 30 each year, the Board will consider, at a board meeting held in accordance with law, whether to extend the contract of the Superintendent/Principal for an additional year.
- 3. <u>Salary:</u> The Superintendent/Principal's annual base salary will be \$246,425 in 2024-25, \$253,758 in 2025-26, \$261,687 in 2026-27, and \$269,477 in 2027-28. This base salary does not include compensation paid for medical, dental, or vision insurance, bonus, auto allowance, professional dues with the Association of California School Administrators, or contribution to tax shelter annuity. Superintendent/Principal's salary shall be payable in twelve approximately equal monthly payments, less all applicable taxes and deductions.
- 4. <u>Increase in Salary and/or Benefits:</u> The Board may, in its sole discretion or by mutual agreement with the Superintendent/Principal, increase the Superintendent/Principal's salary and/or benefits for any period of this Agreement. Any such increase shall not amend any provision of this Agreement except for compensation and shall not affect the termination date of this Agreement. Any salary increase shall be effective on any date ordered by the Board, in accordance with Education Code section 35032. Cost of living adjustments must be made in accordance with board policy 2121.
- 5. Work Year: Superintendent/Principal shall work 225 days during each calendar year during the term of this Agreement. Holidays shall be counted as workdays only if actually worked. In the event of termination of this Agreement for any reason, workdays worked prior to the termination in the calendar year of termination in excess of 225 per year shall be paid at a daily rate of 1/225 of the annual base salary existing on the termination date. Up to 25 excess work days will be paid out at the end of the Superintendent/Principal's tenure with the District at his daily rate the final year of his contract before leaving the District.

6. <u>Duties and Responsibilities of Superintendent/Principal:</u>

a. As Superintendent, Mr. Tarallo shall be the chief administrative officer of the District. He shall give his professional services exclusively to the District during the period of this agreement except as otherwise provided in this document and he shall attend all regular and special meetings of the Board, unless otherwise excused by the Board. He shall faithfully and diligently perform the duties and responsibilities regularly performed by the superintendents of school districts in this state, those required by applicable state and federal law and regulations, Board policy, and duties assigned to him from time to time by the Board. For all his services to the district, he shall accept as full payment the compensation provided in this Agreement. It is expected that Superintendent will participate actively in community organizations in a manner consistent with his employment duties. Superintendent shall also fulfill the requirements in appendix A.

- b. As Principal of Buena Vista Middle School, Mr. Tarallo shall fulfill the requirements outlined in Appendix B in accordance with the directives of the Board of Trustees.
- 7. <u>Consultation Services:</u> During the term of this agreement, any and all professional or consultation services which Superintendent/Principal is requested to perform by persons or entities outside the District for compensation or honorarium must be approved in advance by the Board, which may approve or deny such requests in its sole discretion.

8. Evaluation of Superintendent/Principal's Job Performance:

- The Board shall discuss on an as-needed basis its working relationship with the Superintendent/Principal and his job performance, including a mid-year verbal discussion each school year. No later than March 15 of each year, the Superintendent/Principal shall notify the Board of its responsibility to evaluate the Superintendent/Principal, provide the Board with copies of this Agreement, and the Superintendent/Principal's current performance objectives. The Superintendent/Principal shall work with the Board to develop a timeline for each year's evaluation process. At least once a year a portion of a Board meeting's Closed Session shall be devoted to (1) formal criteria to be used to evaluate the Superintendent/Principal, (2) an oral and written evaluation of the Superintendent/Principal's performance, (3) a review of the Superintendent/Principal's salary and benefits, and (4) discussion of goals and objectives for the succeeding year. (5) inclusion of performance during unforeseen emergencies that may occur during the course of the year. The Superintendent/Principal's evaluation shall be completed by June 30 of each year. If the evaluation is not completed by June 30, the Superintendent/Principal's performance for that year shall be deemed satisfactory. Nothing in this Agreement shall preclude the Board from evaluating the Superintendent/Principal more than one time per year. Among other criteria, the evaluation shall be based upon the job description and any mutually agreed upon goals and objectives, such as those defined in Appendix C.
- b. Prior to the start of the last year of this Agreement (or any extension thereof), the Board shall meet to determine whether to extend the remaining term of this agreement up to a maximum of four (4) years. If the Board in its sole discretion does not decide to extend the term, or if the Superintendent/Principal declines the proposed extension, then this Agreement shall expire upon completion of the existing term, unless sooner terminated in accordance with section 13, below, or renewed pursuant to Education Code § 35031.
- 9. Fringe Benefits: The Superintendent/Principal shall be provided health and welfare benefits from California Valley Trust (CVT) under the following plans: Medical (include Life Insurance \$25,000), Employee plus Children PPO 3B / Dental, Family Standard Incentive \$2,500 / Vision, Family Plan C \$10.00 Deductible.

The District will contribute an amount equal to 10% of the Superintendent/Principal's salary to a Tax Sheltered Annuity designated by the Superintendent/Principal. The District will also pay for the Superintendent/Principal's annual dues with the Association of California School Administrators.

- 10. <u>Sick Leave and Other Leaves:</u> The Superintendent/Principal shall be provided with leave benefits as follows:
 - a. All leaves which are provided to other certificated administration/management employees of the District.

- b. Leave time may also be provided on an as-needed basis for the Superintendent/Principal's growth in management and education. This leave is non-cumulative, requires prior Board approval, and shall be with or without pay as the Board determines.
- c. When the Superintendent/Principal anticipates that he will be absent for five (5) or more consecutive days off of work, he shall give notice in advance to the Board President. Days that the Superintendent/Principal decides not to work shall be considered vacation days.

11. Reimbursement for Expenses:

- a. Superintendent/Principal shall be reimbursed for all documented, actual and necessary expenses incurred as a result of performing job duties, including but not limited to business-related travel to attend conferences when approved in advance by the Board (lodging, airfare, meals, conference fees, parking and purchase of business- related supplies). With advance approval the Superintendent/Principal shall be reimbursed for the costs of membership in community service and professional organizations that will be of benefit to the District. District reserves the right to review and regulate the incurring of all expenses. District may require documentation of any expenses claimed under this paragraph.
- b. In lieu of a District vehicle, the Superintendent/Principal will receive a monthly stipend of five hundred dollars for travel within the county for official business. No additional reimbursement will be received for travel within a 120 mile radius of the District. Reimbursement for travel outside of a 120-mile radius of the District will be paid for in accordance with board policy.
- 12. <u>Termination of Employment Relationship:</u> This Agreement may be terminated prior to its expiration date on any of the following bases:
 - a. By mutual agreement, at any time.
 - b. For any of the causes set forth in Education Code § 44934. If the Board seeks to terminate this Agreement for such cause, the Superintendent/Principal shall be entitled to the protections and procedure set forth in Education Code § 44930, et seq.
 - c. The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time. In consideration for the exercise of this right, the District shall pay to Superintendent/Principal a monthly sum equal to the difference between the Superintendent/Principal's salary in effect during his last month of service and the amount earned after the effective date of termination for the remainder of this Agreement or twelve (12) months, whichever is less. Payments to Superintendent/Principal shall be made on a monthly basis unless the Board agrees otherwise. As a condition of payment, the Superintendent/Principal must file a written statement with the Board no later than the tenth (10th) day of each month listing his earnings for the previous month. Failure to file the statement by the tenth (10th) day of each month shall result in the District having no duty to pay for that month.

For purposes of this Agreement, the term "salary" shall include only the Superintendent/Principal regular monthly base salary and shall not include the value of any other form of compensation or benefit, or reimbursements received under this Agreement. Payments made pursuant to this termination without cause provision may be subject to applicable payroll deductions and treated as compensation for state and federal tax purposes. No payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for retirement purposes. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay and shall not count for any retirement purposes; accordingly, no deductions shall be made for retirement purposes.

The parties agree that any damages to the Superintendent/Principal that may result from

the Board's early termination of this Agreement cannot be readily ascertained. Accordingly, the parties agree that the payments made pursuant to this termination without cause provision constitute reasonable liquidated damages for the Superintendent/Principal, fully compensate the Superintendent/Principal for all tort, contract and other damages of any nature whatsoever, whether in law or equity, and do not result in a penalty. The parties agree that the District's completion of its obligations under this provision constitutes the Superintendent/Principal's sole remedy to the fullest extent provided by law. Finally, the parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code sections 53260, et seq.

Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent/Principal has engaged in fraud, misappropriation of funds, or other illegal practices, then the Board may terminate the Superintendent/Principal and the Superintendent/Principal shall not be entitled to the cash, salary payments, health benefits or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260, subdivision (b).

- d. At the Board's option, if the Superintendent/Principal is unable to serve in his position because of physical or mental condition, or a combination of both, and upon expiration of the sick leave entitlement provided by statute and district policy. The Board shall not make this determination until it receives a written report from a physician of its choosing who has examined the Superintendent/Principal and reported that he is presently unable to perform the duties of this position.
- e. In the event the Superintendent/Principal is convicted of a crime involving the abuse of power, the Superintendent/Principal is required to reimburse the district for paid leave or cash settlement.
- Indemnity: In accordance with the provisions of Government Code 825 and 995, the District shall defend the Superintendent/Principal from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent/Principal in his individual capacity or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent/Principal was acting within the scope of employment. Unless there is a finding of criminal action, actual fraud, corruption or actual malice, the District shall hold harmless and indemnify the Superintendent/Principal from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent/Principal in his individual capacity or in Superintendent/Principal's official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, suit, action, or legal proceeding arose while the Superintendent/Principal was acting within the scope of his employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this contract and its provisions, duties and responsibilities of the Superintendent/Principal's job performance including any extensions of this Agreement. Upon retirement from the District, Superintendent/Principal will continue to be indemnified for any actions taken against him related to his role as Superintendent/Principal, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent/Principal was acting within the scope of employment.
- 14. Notification of Renewal: Not later than 60 days prior to the termination date of this Agreement (including any amendments), the Superintendent/Principal shall notify, in writing, each member of the Governing Board of the provision of Education Code Section 35031 and of the fact that this Agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless the Governing

Board gives written notice of non-renewal to the Superintendent/Principal at least 45 days prior to expiration. The failure of the Superintendent/Principal to give notice required by this paragraph constitutes a material breach of the terms of employment and constitutes an independent cause for termination of the Superintendent/Principal.

- 15. <u>Tax/Retirement/STRS Issues</u>. Notwithstanding any other provision of this Agreement, the District shall not be liable for any state, federal, or employment tax consequences or retirement consequences as a result of this Agreement. Superintendent/Principal shall assume sole liability for all state, federal or employment tax consequences and retirement consequences and shall defend, indemnify and defend the District from all such consequences.
- 16. <u>Waiver</u>. Any waiver of any breach of any term or provision of this Agreement shall be in writing and shall not be construed to be a waiver of any other breach of this Agreement.
- 17. <u>Complete Agreement</u>. This Agreement constitutes and contains the entire agreement and understanding between the parties concerning the Superintendent/Principal's employment with the District. This instrument supersedes and replaces the existing employment agreement and all prior negotiations, and all agreements proposed or otherwise, whether written or oral.
- 18. **Governing Law.** This Agreement has been executed and delivered within the State of California, and rights and obligations of the parties hereunder shall be construed and enforced in accordance with, and governed by, the laws of the State of California.
- 19. <u>Construction</u>. Each party has cooperated in the drafting and preparation of this Agreement. Hence, in any construction to be made of this Agreement, the same shall not be construed against any party on the basis that the party was the drafter. The captions of this Agreement are not part of the provisions of this Agreement and shall have no force or effect.
- 20. **Execution.** This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.
- 21. **No Assignment.** This is an Agreement for personal services. The Superintendent/Principal may not assign or transfer any rights granted or obligations assumed under this Agreement.
- 22. <u>Modification</u>. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties.
- 23. **Exclusivity.** To the extent permitted by law, the employment relationship between the District and the Superintendent/Principal shall be governed exclusively by the provisions of this agreement and not by Board policies, administrative regulations, Management Handbooks or similar documents.
- 24. <u>Independent Representation</u>. The Superintendent/Principal and the Board each recognize that in entering into this Agreement, the parties have relied upon the advice of their own attorneys or other representatives, and that the terms of this Agreement have been completely read and explained to them by their attorneys or representatives, and that those terms are fully understood and voluntarily accepted.
- 25. <u>Management Hours</u>. The parties recognize that the demands of the position will require Superintendent/Principal to average more than eight (8) hours a day and/or more than forty (40) hours per week. The parties agree that Superintendent/Principalshall not be entitled to overtime

- compensation or compensatory time off for hours worked in excess of eight (8) hours per day or forty (40) hours per week.
- 26. **Savings Clause.** If any provision of this Agreement or its application is held invalid, the invalidity shall not affect the other provisions or applications of the Agreement that can be given effect without the invalid provisions or applications and the provisions of this Agreement are declared to be severable.
- 27. **Board Approval**. The effectiveness of this Agreement shall be contingent upon approval by the District's Board in open session as required by law.
- 28. <u>Binding Effect</u>. This Agreement shall be for the benefit of and shall be binding upon all parties and their respective successors, heirs, and assigns.
- 29. <u>Execution of Other Documents</u>. The parties shall cooperate fully in the execution of any other documents and in the completion of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.
- 30. **Public Record.** The parties recognize that, once final, this Employment Agreement is a public record and must be made available to the public upon request.

By their authorized signatures below, the parties signify their intention to be bound by the terms of this agreement.

SUPERINTENDENT	GOVERNING BOARD OF THE SPRECKELS UNION SCHOOL DISTRICT
Eric Tarallo	by Chris Hasegawa, President
	By Peter Odello, Clerk

Appendix A

JOB DESCRIPTION: Superintendent

SUPERVISOR: Board of Trustees

Brief Description of Position

To serve as chief executive officer in charge of the District's schools, to be responsible for the overall operation of the school district, and to supervise all certificated and classified staff.

MAJOR DUTIES AND RESPONSIBILITIES

- 1. Interprets and applies State, County, and School District laws, regulations, policies, and procedures in the district.
- 2. Directs, assists and supervises staff in carrying out an effective instructional program through conferences, meetings, bulletins, in-service workshops and demonstrations, experimentation, interpretation of guides and classroom visits.
- 3. Acts both as professional advisors to the Governing Board in the formulation of policies for the government of the schools and as executor of the policies adopted by the Governing Board.
- 4. Serves as Secretary to the Board of Education.
- 5. Nominates all assignments transfers, and promotions of all employees of the District.
- 6. Makes all assignments, transfers, and promotions of all employees of the District with approval of the Board.
- 7. Supervises all instruction and the control and management of all pupils; is responsible for formulation of curriculum and courses of study.
- 8. Recommends for adoption and purchase of textbooks, instructional supplies, and school equipment needed to carry out a good instructional program.
- 9. Prepares the annual budget and submits it to the Governing Board for approval.
- 10. Has control and supervision of all school buildings, grounds and equipment.
- 11. Recommends or approves all plans for repairs to school property and for new construction and shall see that all plans adopted are properly executed.
- 12. Has power to make rules and regulations to govern routine administrative matters under the general policies of the Governing Board.
- 13. Makes reports on conditions and progress of the schools upon request of the Governing Board.
- 14. Hears complaints against the schools which are brought to the superintendent's attention

and shall act as judge in matters of controversy between various school employees and pupils, parents of pupils, or patrons, when the controversies relate to school affairs; the Governing Board shall act as a court of appeal from the Superintendent's decision in such matters.

- 15. Delegates to subordinates any of the duties and powers of the superintendent's office which the Governing Board has assigned, but in every instance continues to be responsible to the Governing Board for the execution of the powers and duties delegated.
- 16. Interprets a district program and its curriculum to parents through the Parent-Teacher Organizations, open house, personal conferences and bulletins; promotes greater understanding among community groups of school objectives, accomplishments and problems; represents the District in professional and community groups.

MINIMUM QUALIFICATIONS

1. Applicable Credentials:

Valid School Administrative Credential and Teacher's Credential, subject to the Board's discretion to waive such requirements pursuant to Education Code section 35029.

Appendix B

Job Description: Principal/District Program Coordinator

LOCATION:Buena Vista Middle School

<u>Primary Function:</u> As principal, serves as the educational leader and chief executive of the school; is responsible for direction of the instructional program, operation of the school plant, participation in staff and student activities, and community leadership.

Assigned Responsibilities as Principal:

- Provides leadership to the staff in determining objectives and identifying school needs as the basis for developing long- and short-range plans for the school of assignment.
- 2. Interprets and implements the District-approved curriculum program in light of individual school needs.
- 3. Enlists the assistance of the County Office of Education in the use of school resource personnel in the improvement of the program of the school.
- 4. Establishes an effective school administrative organization with clear lines of responsibility and with the necessary delegation of authority.
- 5. Identifies, provides, assigns, and coordinates staff development growth opportunities for teaching personnel within the school.
- 6. Supervises and evaluates the performance of all assigned personnel in accordance with the District's adopted uniform guidelines for evaluation and assessment; recommends appropriate action in cases of substandard performances; and identifies and encourages individual teachers with leadership potential.
- 7. Assigns all students in such a way as to encourage their optimum growth.
- 8. Makes periodic appraisals of pupil progress.
- Develops school plans and organizational procedures for the health, safety, discipline, and conduct of students as established in District procedures.
- 10. Plans, coordinates, and evaluates the total program of pupil services.
- 11. Plans, supervises, and directs the business operation of the school in accordance with District policies and procedures upon request.
- 12. Makes plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, and school grounds.
- 13. Carries out a program of community relations as a means of interpreting and furthering school programs.

- 14. Serves as a District officer in communication between central administration, teachers, and classified employees in the school; interprets and implements District policies in individual schools.
- 15. Plans, coordinates, and reviews the work of resource teachers and instructional consultants assigned to assist teachers in the instructional program.
- 16. Performs other duties as assigned.

Minimum Qualifications:

1. Appropriate Administrative Credential and Teacher's Credential

Desirable Qualifications

- 2. A minimum of three years of successful experience as a middle school classroom teacher
- 3. Master's degree

Appendix C Superintendent's Annual Goals 2024-25

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Goal Category	Objective	Measure of Success
Student Attendance	Increase student attendance rate district-wide by implementing various initiatives	Rate of 96% or higher on the Second Principal Apportionment (P2)
Behavior Intervention Program	Successful development and implementation of a student behavior intervention program at the middle school	Presentation of a revised behavior plan by August 2024 Board meeting; Presentation of behavior data by April 2025 Board meeting

Stakeholders Involvement/Public Relations/ Community Outreach	Improve and broaden communications with district stakeholders	 Report steps taken to increase stakeholder access to district meetings, events, etc. (e.g. livestream board meetings, include virtual options for committee meetings, etc.) Hold and report back from various stakeholder committee meetings Hold at least two district/community parent information events on relevant topics to district stakeholders Distribute regular updates to the district community that summarize district events, policies, etc.
Academic and Social/Emotional Support	Implement appropriate academic and social/emotional supports for struggling students	Provide regular updates on the progress and success of the various academic and social/emotional supports (i.e. # of students being served, % of students who improve, etc.)

Intervention a	Provide a continuum of SPED and Intervention services to meet the needs of students with special needs and struggling non-SPED students alike	Oversee the operations of the district's SPED and Intervention programs and provide an annual report to the Board of Trustees by the May 2025 board meeting
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BOARD OF TRUSTEES MEETING - May 02 2024 Minutes

Thursday, May 2, 2024 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 Stephanie McMurtrie Adams, Vice President Peter Odello, Clerk Frank Devine, Member Steve McDougall, 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
 - Public Employee discipline/dismissal/release/complaint
 - 3. Liability Claims and Potential Litigations
 - 4. Superintendent's Evaluation

1.4 Public Comment on Closed Session Items MOTION TO ADJOURN TO CLOSED SESSION

BY: FRANK DEVINE SECONDED BY: CHRIS HASEGAWA

AYES: 5 NOES: 0 ABSENT: 0

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: FRANK DEVINE SECONDED BY: PETER ODELLO

AYES: 5 NOES: 0 ABSENT: 0

3. Reconvening to Open Session

- 3.1 Pledge of Allegiance
- 3.2 Adoption of Agenda
 MOTION TO APPROVE THE AGENDA

BY: FRANK DEVINE SECONDED BY: STEVE

AYES: 5 NOES: 0 ABSENT: 0

- 3.3 Announcement of action(s) taken in closed session (if any) Evaluation of Superintendent, and the termination of a classified employee.
- 3.4 Recognition
 - Spreckels Elementary School Spelling Champions

- 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
 - 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
- 4.2 2024-25 Class Configuration Update 4.26.2024.pdf @
- 4.3 Report of School District Attendance 2023-24 Period 2
 - 2023-24 Historical ADA P2.pdf Ø
 - 2023-24 P2 wClass size penalty & Apportionment Submission 4.23.24.pdf ❷
- 4.4 <u>April 2024 Fund Balance Report.pdf</u> *𝔻*
- 4.5 2022-23 Building Fund (Measure B) Financial and Performance Audit
 - 2023 Final Communication with Governance Spreckels Bond.pdf

Action

- 4.7 Major Provisions of the Tentative Agreement, dated 2/26/2024, with the Certificated Bargaining Unit
 - 2023-24 STA TA 022624 AB1200 042924.pdf
 - 2023-24 Certificated Salary Schedule Final.pdf
 - 2023-24 School Counselor Salary Schedule.pdf Ø
 - 2023-24 Speech and Language Pathologist Sal

Schedule.pdf @

MOTION TO APPROVE MAJOR PROVISIONS OF THE TENTATIVE AGREEMENT, DATED 2/26/2024, WITH THE CERTIFICATED BARGAINING UNIT

BY: STEVE McDOUGALL SECONDED BY:STEPHANIE McMURTIE ADAMS

AYES: 5 NOES: 0 ABSENT: 0

- 4.8 Resolution 23-24/15 per the Major Provisions of the Tentative Agreement, dated 2/26/2024, with the Certificated Bargaining Unit Budget Revision
 - 23-24 15 Board Resolution Budget Rev STA TA 02-26 24.pdf

MOTION TO APPROVE BY ROLL CALL VOTE RESOLUTION 23-24/15 PER THE MAJOR PROVISIONS OF THE TENTATIVE AGREEMENT, DATED 2/26/2024, WITH THE CERTIFICATED BARGAINING UNIT BUDGET REVISION

BY: STEVE McDOUGALL SECONDED BY: FRANK DEVINE

AYE Frank Devine AYE Chris Hasegawa

AYE Steve McDougall AYE Peter Odello

AYE Stephanie McMurtrie Adams

- 4.9 Major Provisions of the Tentative Agreement, dated 4/9/2024, with the Classified Bargaining Unit
 - 2023-24 CSEA TA 040924 AB1200 042924.pdf
 - 2023-24 Classified Salary Schedule Final.pdf

MOTION TO APPROVE MAJOR PROVISIONS OF THE TENTATIVE AGREEMENT, DATED 4/9/2024, WITH THE CLASSIFIED BARGAINING UNIT

BY: STEVE McDOUGALL SECONDED BY: FRANK DEVINE

AYES: 5 NOES: 0 ABSENT: 0

- 4.10 Resolution 23-24/16 per the Major Provisions of the Tentative Agreement, dated 4/9/2024, with the Classified Bargaining Unit Budget Revision
 - 23-24 16 Board Resolution BudgetRev CSEA TA 04-09 24.pdf

MOTION TO APPROVE BY ROLL CALL VOTE RESOLUTION 23-24/16 PER THE MAJOR PROVISIONS OF THE TENTATIVE AGREEMENT, DATED 4/9/2024, WITH THE CLASSIFIED BARGAINING UNIT BUDGET REVISION

BY: STEVE McDOUGALL SECONDED BY: FRANK DEVINE

AYE Frank Devine AYE Chris Hasegawa

AYE Steve McDougall AYE Peter Odello

AYE Stephanie McMurtrie Adams

- 4.11 2023-24 Confidential, Management, including Superintendent, salary schedules
 - 2023-24 Confidential Salary Schedule Final.pdf @
 - 2023-24 Management Salary Schedule Final.pdf @

MOTION TO APPROVE 2023-24 CONFIDENTIAL, MANAGEMENT, INCLUDING SUPERINTENDENT, SALARY SCHEDULES

BY: STEVE McDOUGALL SECONDED BY: FRANK DEVINE

AYES: 5 NOES: 0 ABSENT: 0

- 4.12 Spreckels Elementary School Solar Project Proposals
 - SUSD_Spreckels ES Solar BSK Proposal Estimate
 C24000796.pdf ∅
 - SUSD Spreckels ES Solar PV Spread Footongs Change
 Order Proposal.pdf @

MOTION TO _____ SPRECKELS ELEMENTARY SCHOOL - SOLAR PROJECT PROPOSALS

BY: STEVE McDOUGALL SECONDED BY: FRANK DEVINE AYES: 5 NOES: 0 ABSENT: 0

4.13 Schedule special board meeting on June _____, 2024 at ____p.m.

MOTION TO SCHEDULE SPECIAL BOARD MEETING ON **JUNE** 18, 2024 AT 1 P.M.

BY: STEVE McDOUGALL SECONDED BY: FRANK DEVINE

AYES: 5 NOES: 0 ABSENT: 0

5. Curriculum/Instruction

Information

- 5.1 Bullying Prevention Update
- 5.2 Intervention Program Update
 - Spreckels Intervention Overview Presentation.pdf
- 5.3 Special Education Program Update
 - Special education program cost analysis Apr 2024.pdf
 - 2023-24 SpEd report SUSD to Bd 05-02-24.pdf

Action

None

6. Personnel

Information

None

Action

6.1 Final Read - District Administrative Assistant Job

Description.pdf @

MOTION TO APPROVE FINAL READ - DISTRICT ADMINISTRATIVE ASSISTANT JOB DESCRIPTION

BY: FRANK DEVINE SECONDED BY: PETER ODELLO

AYES: 5 NOES: 0 ABSENT: 0

6.2 First Read - School site secretary Job Description.pdf @

MOTION TO APPROVE FIRST READ - SCHOOL SITE SECRETARY JOB DESCRIPTION

BY: FRANK DEVINE SECONDED BY: PETER ODELLO

AYES: 5 NOES: 0 ABSENT: 0

6.3 First Read - Music Teacher job description.pdf @

MOTION TO APPROVE FIRST READ - MUSIC TEACHER JOB DESCRIPTION

BY: FRANK DEVINE SECONDED BY: PETER ODELLO

AYES: 5 NOES: 0 ABSENT: 0

7. Administration

Information

7.1 Committees Update

7.2 <u>BP 1431 Waivers & Bylaw 9321 Closed Session -</u> clarification & discussion.pdf *⊘*

Action

- 7.3 Final read BB/BR/BE 9270 Conflict of Interest Policies
 - SUSD BB 9270 9-16 edit 1-24.pdf *❷*
 - SUSD BE 9270 9-16 edit 1-24.pdf *∅*
 - SUSD BR 9270 5-18 edit 1-24.pdf *∂*

MOTION TO APPROVE FINAL READ BB/BR/BE 9270 CONFLICT OF INTEREST POLICIES

BY: FRANK DEVINE SECONDED BY: STEPHANIE McMURTRIE

ADAMS

AYES: 5 NOES: 0 ABSENT: 0

7.4 <u>First Read - Policy 0441.2 Cybersecurity and Data</u>

Privacy.pdf @

MOTION TO APPROVE FIRST READ - POLICY 0441.2 CYBERSECURITY AND DATA PRIVACY

BY: STEPHANIE McMURTRIE ADAMS SECONDED BY: PETER

ODELLO

AYES: 5 NOES: 0 ABSENT: 0

7.5 First Read - March 2024 policies per guidesheet.pdf @

MOTION TO APPROVE FIRST READ - MARCH 2024 POLICIES PER GUIDESHEET

BY: STEPHANIE McMURTRIE ADAMS SECONDED BY: FRANK

DEVINE

AYES: 5 NOES: 0 ABSENT: 0

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 April 4, 2024 regular meeting @

Business

- 8.2 Warrants Listing period ending April 2024.pdf @
- 8.3 Contracts
 - Spreckels Union SD CA University of West Florida
 MOU FULLY EXECUTED.pdf @
 - SUSD Jazz Club contract Arman Sangalang Executed
 April 2024.pdf

 Ø
 - SUSD The Lew Edwards Group Consulting contract signed 2024.pdf

 ∅
 - University of Massachusetts Global MOU Renewal.pdf
- 8.4 **Donation Listing April 2024.pdf @**
- 8.5 Surplus Inventory
 - None
- 8.6 Personnel
 - Public Resignation/Retirement/Termination

Name Assignment Effective Date

None

• Public Employment

Name Assignment Effective

Date

Jared Lopez-Leon Technology Tech 4/4/2024

MOTION TO APPROVE CONSENT ITEMS

BY: STEVE McDOUGALL SECONDED BY: STEPHANIE

McMURTRIE ADAMS

AYES: 5 NOES: 0 ABSENT: 0

9. Future Agenda Items

June 6, 2024 board meeting, District Office @7:00pm

- Subsequent Master Agenda Calendar
- 2024-25 Class Configurations
- Elementary School Transitional Kindergarten Classroom Teacher job description revision
- Chromebook service agreement
- Monterey County Office of Education review of 2023-24 Second Interim Report
- Bus Driver job description
- Action to reschedule July 4th meeting
- Bullying prevention program outline

10. Adjournment

MOTION TO ADJOURN

BY: PETER ODELLO SECONDED BY: STEVE McDOUGALL

AYES: 5 NOES: 0 ABSENT: 0

Board Meeting Approval Date June 06, 2024

Peter Odello

Clerk, Board of Trustees Spreckels Union School District

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Che Amou
0010385899	05/10/2024	Pierre D. Bernasconi	Cancelled			1,913.
		Cancelled on 05/10/2024, Cancel Register # PM240512				
07200000506	05/02/2024	Waste Management	01-5550	2023-24 Garbage Disposal		1,100.
07200000507	05/02/2024	Waste Management	01-5550	2023-24 Garbage Disposal		2,854.
7200000508	05/09/2024	CASBO	01-5200	Payroll Essentials workshop		1,200.
07200000509	05/09/2024	Palace Business Solutions c/o Trowbridge Ent.	01-4300	Batteries for Dispensers, Clocks & Thermostats		165.
7200000510	05/16/2024	Commercial Truck Co	01-5820	2023-24 Bus Maintenance	4,207.43	
			13-4300	Oil for Food Service Truck	25.77	4,233
7200000511	05/16/2024	First Alarm, Inc	01-5600	Replaced battery/Fire system	102.80	
			01-5800	2023-24 Fire Monitor Services	410.49	
				Needed fire system repairs	1,014.71	1,528
7200000512	05/30/2024	Commercial Truck Co	01-5820	2023-24 Bus Maintenance		4,053
7200000513	05/30/2024	San Lorenzo Lumber	01-4300	BV walkway repair	95.34	
				Maintenance supply	51.09	
				Maintenance trailer	47.24	
				Maintenance trailer repair	389.82	
				Maintenance/SES	55.40	638
2835531	05/02/2024	AirGap Labs LLC	21-5800	Migrate policies to firewall		8,000
2835532	05/02/2024	AMS.Net,Inc.	21-5800	Support hours		2,500
2835533	05/02/2024	AT&T	01-5910	2023-24 Circuit		276
2835534	05/02/2024	California Janitorial Supply	01-4300	Custodial supplies		1,611
2835535	05/02/2024	California's Valued Trust	01-3402	MAY 2024 COVERAGE	496.30	
			01-3701	MAY 2024 COVERAGE	562.75	
			01-5800	MAY 2024 COVERAGE	1.59	
			01-9513	MAY 2024 COVERAGE	103,539.72	104,600
2835536	05/02/2024	California-American Water Co	01-5540	2023-24 Waste Water Services		279
2835537	05/02/2024	F.A.S.T. Services, Inc.	01-5800	Interpreter Fee		200
2835538	05/02/2024	Kathryn Brewer	01-5800	IEP Assessment	1,800.00	
		•		IEPAssessment	900.00	2,700
2835539	05/02/2024	Life Applied Inc.	01-5800	Student Support		935
2835540	05/02/2024	Pitney Bowes Global	01-5630	2023-24 Postage Meter Leases		83
2835541	05/02/2024	Verizon Wireless Services LLC	01-5940	2023-24 Cell Services		188
2837196	05/09/2024	Berg, Cynthia W	01-5200	Aug 24 Mileage	21.22	
		<u> </u>		Dec 23 Mileage	28.30	
				Feb 24 Mileage	14.47	
				Jan 24 Mileage	18.09	
				Nov 23 Mileage	31.83	
	necks have been	en issued in accordance with the District's Policy and authoriz	ation of the Board of			RP for Cali f Page

Board Report

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12837196	05/09/2024	Berg, Cynthia W	01-5200	Oct 24 Mileage	28.30	
				Sept 23 Mileage	49.52	191.73
12837197	05/09/2024	Arman Sangalang	01-5800	After School Jazz Club		240.00
12837198	05/09/2024	Board of Equalization Motor Carrier Office	01-4310	January-March 24 Fuel Tax		150.86
12837199	05/09/2024	Board of Equalization Motor Carrier Office	01-4310	July-September 2023 Fuel Tax		120.62
12837200	05/09/2024	Board of Equalization Motor Carrier Office	01-4310	October-December 23 Fuel Tax		146.96
12837201	05/09/2024	California Water Service Co	01-5530	2023-24 Water Service		562.20
12837202	05/09/2024	California-American Water Co	01-5540	2023-24 Waste Water Services		700.48
12837203	05/09/2024	Eide Bailly LLP	01-5800	23-24 Progress Billing		15,000.00
12837204	05/09/2024	F.A.S.T. Services, Inc.	01-5800	Interpreter for IEP		225.00
12837205	05/09/2024	Kairos Learning Solutions,LLC	01-5800	Tutoring BV Student		670.00
12837206	05/09/2024	Monterey Peninsula U.S.D.	01-5800	2023-24 ISA Agreement		25,492.81
12837207	05/09/2024	nexVortex,Inc.	01-5910	2023-24 VOIP Service		433.02
12837208	05/09/2024	Spreckels Water Company	01-5530	2023-24 Water Service/SES		1,167.96
12837209	05/09/2024	Target Pest Control, Inc	01-5570	2023-24 Pest Control		180.00
12837210	05/09/2024	US Postal Service	01-5930	24-25 Post Box Rental Fee		400.00
12838747	05/16/2024	Carpenter, Autumn G	01-5200	April-May 24 Courier Mileage		106.53
12838748	05/16/2024	Szaszy, Kristina H	01-5200	8th grade trip/Warf		62.04
12838749	05/16/2024	Ghan, Briana K	01-4300	CITE	22.02	
			01-5200	CITE	165.72	187.74
12838750	05/16/2024	American Star Tours Inc	01-5800	Busses for Science Camp		6,890.00
12838751	05/16/2024	Arman Sangalang	01-5800	After School Jazz		120.00
12838752	05/16/2024		01-5910	2023-24 District Office Phone Service	140.02	
				2023-24 SES Phone Service	57.83	197.85
12838753	05/16/2024	Aulenta, John A.	01-5800	2023-24 Evaluations & Assessments		3,700.00
12838754	05/16/2024	BSK Associates	01-5800	Inspection Services for BVMS Solar Project		2,871.00
12838755	05/16/2024	F.A.S.T. Services, Inc.	01-5800	Interpreter for IEP		200.00
12838756	05/16/2024	Fagen Friedman & Fulfrost LLP	01-5810	March 2024 SPED Legal		876.00
12838757	05/16/2024	Grainger	01-4300	Filter cartridge		115.33
12838758	05/16/2024	Hydro Turf, Inc	01-4300	Irrigation repair/BVMS	23.79	
		. , ,	0000	Irrigation repair/SES	69.33	93.12
12838759	05/16/2024	Irick Inspections,Inc.	01-5800	BVMS Solar Project Inspection Services		2,000.00
12838760	05/16/2024	Katelyn Pagaran	01-5800	REP Math Lesson Planning		1,984.00
12838761	05/16/2024	Kathryn Brewer	01-5800	IEP Assessment		900.00
12838762	05/16/2024	Life Applied Inc.	01-5800	Student Support		10,230.65
12838763	05/16/2024	Pacific Gas & Electric	01-5520	2023-24 Electric/BVMS		5,290.05
12838764	05/16/2024	Pitney Bowes Global	01-5630	2023-24 Postage Meter Leases		308.76

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

Page 2 of 4

12838765 12838766		Shred-it USA Sturdy Oil Company	01-5800			Check Amount
12838766	05/16/2024	Sturdy Oil Company		2023-24 Document Shredding		161.82
			01-4310	2023-24 Bus Fuel	2,199.80	
				2023-24 Maint & Food Service Fuel	126.66	
			13-4310	2023-24 Maint & Food Service Fuel	252.34	2,578.80
12838767	05/16/2024	Tonatiuh-Danzantes del Quinto	01-5800	Folklorico Dance		5,844.00
12838768	05/16/2024	Salinas High School ASB	01-4300	Little Mermaid Performance		495.00
12844288	05/30/2024	Viarengo, Laura B	01-4300	DELAC/ELPAC refreshments		127.04
12844289	05/30/2024	AT&T	01-5910	2023-24 BV Fax Service		28.95
12844290	05/30/2024	Aulenta, John A.	01-5800	2023-24 Evaluations & Assessments		4,050.00
12844291	05/30/2024	Budde, Erika P.	01-5800	Translation services		600.00
12844292	05/30/2024	Ca Assoc for Bilingual Ed	01-5800	ELDTA 23-24 Series		1,300.00
12844293	05/30/2024	CA.Dept.of Tax and Fee Admin	01-9580	2023 Use Tax		37.96
12844294	05/30/2024	CABE	01-5200	CABE Regional Conference May 7, 2024		225.00
12844295	05/30/2024	Gavilan Pest Control	01-5570	2023-24 Pest Control		500.00
12844296	05/30/2024	Grainger	01-4300	AED safety sign	11.56	
				W-D 40 for bv	7.49	19.05
12844297	05/30/2024	Hydro Turf, Inc	01-4300	Irrigation repair/SES		23.79
12844298	05/30/2024	Lozano Smith, LLP	01-5810	April General Legal		893.00
12844299	05/30/2024	Pacific Gas & Electric	01-5510	2023-24 Gas/BVMS	161.33	
				2023-24 Gas/SES	571.57	
			01-5520	2023-24 Electric/DO	1,196.15	
				2023-24 Electric/SES	6,526.33	8,455.38
12844300	05/30/2024	SELF	01-5450	AB218 Liabilty funding		13,820.25
12844301	05/30/2024	Smith & Enright Landscaping	01-5800	2023-24 Lawn & Landscape		3,125.00
12844302	05/30/2024	The Lew Edwards Group	01-5800	Prof Svcs/Bond		5,000.00
12844303	05/30/2024	Tynan BackFlow Testing	01-5800	Yearly backflow testing		970.00
12844304	05/30/2024	Valley Trophies & Detectors	01-4300	Retiree plaque		138.67
12844305	05/30/2024	Melissa Borrero	01-5800	Boardwalk refund		37.00
				Total Number of Checks	75	269,307.95

		Count	Amount
	Cancel	1	1,913.92
T	let Issue		267,394.03
Page	•		
248		Ohaalia harra haar	
$\overline{\omega}$	ne preceding		n issued in accordance
으	eceding Ched	cks be approved.	
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25,			-
42	•		

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 eceding Checks be approved.

P ERP for California Page 3 of 4

Checks Da	ted 05/01/2024 thro	ough 05/31/2024						
Check Number	Check Date	Pay	to the Order of	Fund-Object	Co	omment	Expensed Amount	Check Amount
				Fund Summa	У	_		
		Fund	Description		Check Count	Expensed Amount		
		01	General Fund		72	256,615.92		
		13	Cafeteria Fund		2	278.11		
		21	Building Fund		2	10,500.00		
			Total Number of	Checks 74		267,394.03		
			Less Unpaid Sales Tax	Liability		.00		
			Net (Check A	mount)		267,394.03		

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Lise Belton 18650 Ranchito Del Rio Drive, Salinas, CA 93908 Lise_belton@yahoo.com 831-594-3543

This contract is between Lise Belton and the Spreckels Union School District ("District"). The contract describes school policy services by Lise Belton to the District as follows:

- 1. The term of the contract will be from July 1, 2024, to June 30, 2025
- 2. Lise Belton agrees to:
 - a. Review adopted and/or issued policies and regulations according to the California School Board Association (CSBA) model policy calendar
 - b. Prepare and present drafts of updated CSBA model policies and regulations using the GAMUT subscription software Policy Plus
 - c. Provide a summary guidesheet describing changes in policies
 - d. Present a comparison of existing and revised text to the Board of Trustees
 - e. Finalize policies within software accessible via the District website
- 3. For satisfactory completion of policy services, the District will pay Lise Belton as a Retired Annuitant through the District's payroll system at an hourly rate of \$59.40 not to exceed \$5000. Hours will be recorded/submitted on a monthly timesheet and payment will be made monthly per the District Regular End of Month payroll schedule.

CosiBellon 4/15/24

Bernard Rurchette CRO

Date



Work

1 message

Stephanie Braasch <sbraasch@susd.net>

Tue, May 7, 2024 at 10:30 AM

To: Kristin Ferderber <kferderber@susd.net>, Monica Valero <mvalero@susd.net>

Hi... I'm writing this email to let you know that I have many personal things going on in life right now that I need to take care of. I'm letting you know I will not be back the remaining of the school year. I'm sorry it's short notice. But I need to take care of things at home.

May 30, 2024

Julianne Hernandez

Spreckels School District

Dear All,

Please accept this letter of resignation of my position as a Special Education Instructional Aide. I am planning to return to school in the fall for my Master's Degree. I enjoyed my time working at Spreckels School District and I will be available as a substitute in the fall while I am going to school. My last day will be June 7, 2024.

Thank you all again!

-Julianne Hernandez

May 24, 2024

Monica Valero Spreckels Union School District 130 Railroad Ave Spreckels, CA 93962

Dear Dr. Eric Tarallo, Mrs. Teresa Scherpinski and Monica Valero

Please accept this letter as my formal resignation from my position teaching Fifth Grade at Spreckels Elementary School. My last day with the district will be Friday, June 7th 2024.

I have greatly enjoyed my four years here at Spreckels Elementary School. I have made many fond memories, gained immense knowledge from my colleagues and administration, and have grown individually as a teacher. I have had the privilege to work with amazing teachers and wonderful support aids that each work their hardest to provide for our students and I will deeply miss them all. Spreckels is truly a one of a kind school and district.

Thank you for everything.

Sincerely,

Adrianna Macias

adrianna Macias

Dear Dr. Tarallo and the Spreckels Union Board of Trustees,

I have reached a point in my Master of Teaching-Elementary Education program where I need to step away from my own classroom to complete the remaining requirements needed to obtain a California Teaching Credential.

While I could have switched to an Intern program, I chose to stay where I am at because I recently received a grant from my university to complete the program that I am in. The California High Road Partnership Program will subsidize a portion of my tuition and offers me a stipend during my student teaching. In addition, if I had switched programs, all of the work that I did over the past year would not transfer, and I would have to start over with a new university.

I enrolled in the program in June 2023, and will complete the program by June 2025. The program I am enrolled in has a student teaching path that I plan to complete during the 2024-2025 school year. I will apply for clinical observation hours and student teaching hours at Spreckels during the 2024-2025 school year, and it is my hope that I will be able to complete these hours here so that I can continue to support our teachers and students as I have strived to do for the past two years.

I will also continue to be available as a substitute teacher for both schools during the next school year. If there is another capacity in which I can serve our community, I am open to considering other opportunities as well.

Thank you for your understanding and all the guidance and support I've received while here at Spreckels Elementary School.

Sincerely,

Rachele Wilkinson
Rayla Wull