

Cutler-Orosi Joint Unified School District
Regular Meeting of the Board of Trustees
Thursday, September 10, 2026
Open Session: 5:30 p.m. - Closed Session 6:30 p.m.

Meeting Location:
Cutler-Orosi JUSD – Board Room
12623 Avenue 416
Orosi, CA
(559) 528-4763

REGULAR BOARD MEETING AGENDA

ROLL CALL AND ESTABLISHMENT OF QUORUM

	<u>Present</u>	<u>Absent</u>
Sandra Williams, Board President	_____	_____
Marisol Rubalcaba, Board Vice President	_____	_____
Delia Martinez, Board Clerk	_____	_____
Mary Helen Espino, Trustee	_____	_____
Joni Jordan, Trustee	_____	_____
Javier Quevedo, Trustee	_____	_____
Karen Gonzalez, Trustee	_____	_____

District Office Administration:

Yolanda Valdez _____
 Shevonne Swanson _____
 Sunsie Tumacder _____
 Antonio Quintanilla _____
 Faith Coleman _____
 Jayboy Camaquin _____
 Jody Rush _____
 Laura Gonzalez _____

Leanne Cerda _____
 Linda Montemayor _____
 Lisa Castillo _____
 Melissa Delgadillo _____
 Raffi Soghomonian _____
 Veronica Raigoza _____

School Site Administration:

Dr. Diana Vides _____
 Dr. Larissa Goosev _____
 Mario Rodriguez _____
 Oscar Villaseñor _____
 Victoria Guzman _____
 Yovana Castillo _____
 COUTA Representative _____
 CSEA Representative _____

PLEASE BE COURTEOUS AND SILENCE YOUR CELL PHONES. – THANK YOU

Notice to the public: The meetings of the Board are scheduled for the purpose of conducting business of the school district and, therefore, are not public meetings, but rather meetings held in public. Questions regarding procedures and practices should be addressed to your school principal or to the District Superintendent. Members of the public will be given an opportunity to speak at every regular meeting of the Board—3 minutes per speaker and up to 20 minutes total on any given item. To speak, members of the public must fill out a card requesting time. The cards are available at the Board meeting. To place an item on the agenda, arrangements must be made with the Superintendent ten (10) days prior to a regular Board meeting.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange for an alternative agenda document format or to arrange for aid or services to modify or to accommodate persons with a disability in order for them to participate in a public meeting, please provide a written request to the Superintendent at the District Office at least three (3) working days prior to any public meeting.

CALL TO ORDER- REGULAR OPEN SESSION at: Time: _____ By: _____

Pledge of Allegiance led by: _____

BOARD GOALS:

1. **Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.**
2. **Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
3. **Create efficient and effective systems and educational practices that are innovative, accountable and proactive.**

PRESENTATIONS AND REPORTS (non-action items)

Superintendent's Report

- **Dual Immersion Program**
- **Facilities Update & Safety Report**

Student Board Report

- **Lovell High School Student Report**
- **Orosi High School Student Report**

RECESS

Motion for recess made by: _____

Motion Seconded by: _____

Recess called _____ p.m.

_____/_____/_____

Yes No Abstain

Recess closed at _____ p.m.

PUBLIC COMMENTS FOR CONSENT/ CURRICULUM & INSTRUCTION AND ADMINISTRATIVE /ORGANIZATIONAL ITEMS INCLUDED ON THE AGENDA:

Time is allocated for members of the public to comment on issues of concern related to District business. Action and/or discussion cannot be taken by the Board on items not already on the agenda. Persons wishing to address the Board must fill out a card which will indicate their names, addresses, group, or organization they represent, and subject upon which they intend to speak. Individuals are requested to limit their comments to 3 minutes per speaker and up to 20 minutes total on any given item.

CONSENT ITEMS

<u>Item #</u>	<u>Page #</u>	<u>Description</u>	<u>Goal #</u>
1	14-26	Minutes of the Regular Board Meeting Dated August 13, 2026	3
2	27-35	Accounts Payable Total Payments Report Dated July 31, 2026, through August 26, 2026	1, 2, 3
3	36-37	August Cash Balance Report	1, 2, 3
4	38-73	September Budget Revision	1, 2, 3
5	74-75	Approve Change Order Proposal	2
6	76-111	Approve Operations and Maintenance Agreement with SiteLogIQ	3
7	112	Approve Sale of Surplus Property	3
8	113-118	Approve CTE Building Change Order	2
9	119-123	Approve California State Polytechnic University of Humboldt's Memorandum of Understanding	2
10	124-128	Approve Tulare County Superintendent of Schools' Memorandum of Understanding	2
11	129-133	Ratify SchoolAI Order Form	1, 3
12	134-137	Approve 6 th Grade SCICON Overnight Field Trips	1, 3
13	138-140	Ratify IAL & ALA Grants Scope of Work and Fee Proposal	1, 3
14	141-149	Ratify TCOE Agency Agreement No. 270163	1, 3
15	150-239	Ratify Save the Children Memorandum of Understanding	1, 2, 3
16	240-241	Ratify Age of Learning Memorandum of Understanding	1, 2, 3
17	242-243	Approve Interdistrict Transfer List	1, 3
18	244-257	Approve Sobrato Early Academic Language (SEAL) Memorandum of Understanding	1, 2, 3
19	258-260	Approve Memorandum of Understanding with GrowthPoint Technologies	1, 3
20	261-273	Approve Sequoias Adult Education Consortium (SAEC) Memorandum of Understanding	1, 2, 3

CONSENT ITEMS - Continued

21	274-279	Approve Updated Board Policy and Administrative Regulation 5142: Safety	3
22	280-282	Approve Updated Board Policy and Administrative Regulation 5131.4: Student Disturbances	3
23	283-286	Approve Updated Exhibit 1312.4–E(1) and Exhibit 1312.4–E(2): Williams Uniform Complaint Procedures	3
24	287-305	Approve Updated Board Policy 5145.6: Parent/Guardian Notifications and Exhibit 5145.6-E(1): Parent/Guardian Notifications	3
25	306-309	Ratify 2026-2027 Valley Regional Occupational Program (VROP) Teacher Service Agreements (TSA) D. Wolff	1, 2, 3
26	310-311	Approve Updated Administrative Regulation (AR) 6155: Challenging Course by Examination	3
27	312-321	Ratify K-12 Strong Workforce Program (SWP) Data Sharing Memorandum of Understanding (OU) with the California Community Colleges Chancellor’s Office (CCCCO)	1, 2, 3
28	322-341	Ratify UCSF Fresno Public Service Agreement between The Regents of the University of California and Office of Health Career Pathways at COJUSD	1, 2, 3
29	342-344	Approve Memorandum of Understanding with Cherry Clinic Dentistry for Dental Services	3
30	345-348	Approve Updated Administrative Regulation 4112.4: Health Examinations	3
31	349-351	Ratify 2026-2027 Soliant Health, LLC Service Agreement	1, 3

Motion to approve Item #1- 31 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

CURRICULUM/INSTRUCTION ITEMS

<u>Item #</u>	<u>Page #</u>	<u>Description</u>	<u>Goal #</u>
32	352	August Curriculum and Instruction Report Motion to approve Item #32 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 3
33	353	Ratify Health Connected Teen Talk Middle School Sexual Education Curriculum Motion to approve Item #33 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 3
34	354	Ratify Health Connected Teen Talk High School Sexual Education Curriculum Motion to approve Item #34 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 3
35	355-436	Approve English Learners Master Plan Motion to approve Item #35 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 2, 3

ADMINISTRATIVE/ORGANIZATIONAL ITEMS

<u>Item #</u>	<u>Page #</u>	<u>Description</u>	<u>Goal #</u>
36	437	<u>Unaudited Actuals for Fiscal Year 2025-2026</u> Motion to adopt Item #36 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 2, 3

ADMINISTRATIVE/ORGANIZATIONAL ITEMS - Continued

- 37 438-440 Resolution No. 2026-2027-02: 2026-2027 GANN Limit Initiative 1, 2, 3**

Motion to adopt Item #37 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 38 441-444 Approve Current Expense of Education Waiver for 2025-2026 Expenditures 1, 2, 3**

Motion to adopt Item #38 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 39 445-447 Resolution No. 2026-2027-03: State School Facility Program Authorization And Five-Year Facilities Master Plan Compliance 1**

Motion to adopt Item #39 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 40 448-450 Resolution No. 2026-2027-04: Authorize District Representatives to Submit Application(s) for State Funding 1**

Motion to adopt Item #40 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 41 451-457 Public Hearing of 2026-2027 CSEA Collective Bargaining Tentative Agreement 3**

Hearing Start Time: _____ Hearing End Time: _____

- 42 458 Approve 2026-27 CSEA Collective Bargaining Tentative Agreement 3**

Motion to adopt Item #42 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

ADMINISTRATIVE/ORGANIZATIONAL ITEMS - Continued

- 43 459-464 Approve New Special Education Technician Position 1, 2, 3**

Motion to adopt Item #43 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 44 465-466 Approve New Preschool Aide Position 1, 2, 3**

Motion to adopt Item #44 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 45 467 Approve Updated Committee of Assignments/Subject Matter Verification for the 2026-2027 School Year 3**

Motion to adopt Item #45 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 46 468-470 Public Hearing To Determine Whether Each Pupil, Including English Learners, in Each School in the District has Sufficient Textbooks or Instructional Materials for the 2026-2027 School Year 1, 3**

Hearing Start Time: _____ Hearing End Time: _____

- 47 471-475 Resolution No. 2026-2027-05: Determining that Each Pupil, Including English Learners, in Each School in the District has Sufficient Textbooks or Instructional Materials for the 2026-2027 School Year 1, 3**

Motion to adopt Item #47 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

ADMINISTRATIVE/ORGANIZATIONAL ITEMS - Continued

- | | | | |
|--|---------|--|---------|
| 48 | 476-477 | Delete Board Policy 5141.7: Sun Safety | 3 |
| <p>Motion to adopt Item #48 made by: _____</p> <p>Motion Seconded by: _____</p> <p>_____/_____/_____</p> <p>Yes No Abstain</p> | | | |
| 49 | 478-480 | First Reading of Board Policy 5141.75: Weather Safety | 3 |
| <p>Motion to approve Item #49 made by: _____</p> <p>Motion Seconded by: _____</p> <p>_____/_____/_____</p> <p>Yes No Abstain</p> | | | |
| 50 | 481-483 | First Reading of Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions | 3 |
| <p>Motion to approve Item #50 made by: _____</p> <p>Motion Seconded by: _____</p> <p>_____/_____/_____</p> <p>Yes No Abstain</p> | | | |
| 51 | 484 | Approve Additional Hours to One (1) Bilingual Instructional Aide Position | 1, 2, 3 |
| <p>Motion to approve Item #51 made by: _____</p> <p>Motion Seconded by: _____</p> <p>_____/_____/_____</p> <p>Yes No Abstain</p> | | | |
| 52 | 485-487 | Approve Official Ballot – 2026 County Committee on School District Organization | 3 |
| <p>Motion to approve Item #52 made by: _____</p> <p>Motion Seconded by: _____</p> <p>_____/_____/_____</p> <p>Yes No Abstain</p> | | | |

- 53 488-499 Approve 2026-2027 Transportation Agreement with Stone Corral School District 3**

Motion to approve Item #53 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

- 54 500-511 Approve Administrative Regulation & Exhibit 9270: Conflict of Interest and Approve Resolution No. 2026-2027-06 Re: Adoption of Conflict of Interest Code 3**

Motion to approve Item #54 made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

PUBLIC COMMENTS CLOSED SESSION ITEMS:

Time is allocated for members of the public to comment on issues of concern related to District business. Action and/or discussion cannot be taken by the Board on items not already on the agenda. Persons wishing to address the Board must fill out a card which will indicate their names, addresses, group, or organization they represent, and subject upon which they intend to speak. Individuals are requested to limit their comments to 3 minutes per speaker and up to 20 minutes total on any given item.

CLOSING ACTIVITIES: The Governing Board members have an opportunity to comment.

Motion to adjourn to Closed Session at _____ p.m. made by: _____

Motion Seconded by: _____
Yes No Abstain

CLOSED SESSION**Goal #**

Item A
Page(s)
512-514

Personnel (Gov. Code 54957): The Board will meet to consider Public Employee Appointment/Employment for the position(s) of:

3

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Teacher at Palm Elementary, effective August 24, 2026.
2. Preschool Aide at Palm Elementary School, effective August 10, 2026.
3. Avid Tutor at Orosi High School, effective August 10, 2026.
4. Grant Funded R&E Aide at Cutler Elementary School, effective August 10, 2026. GRANT FUNDED
5. Grant Funded R&E Aide at El Monte Middle School, effective August 24, 2026. GRANT FUNDED
6. Teacher at Orosi High School, effective August 31, 2026.
7. Teacher on Special Assignment, Districtwide, effective August 24, 2026.
8. Journey person Maintenance Bus Driver, Districtwide, effective TBD
9. Director of Information Technology, Districtwide, effective TBD

PROMOTIONS/REASSIGNMENTS:

10. 5-hour Bilingual Instructional Aide to 6-hour Bilingual Instructional Aide at Orosi High School, effective August 10, 2026.
11. Administrative Assistant II to Executive Assistant to the Superintendent, effective August 17, 2026.
12. Grant Funded R&E Aide to Grant Funded R&E Assistant Lead at Palm Elementary School, effective August 25, 2026. GRANT FUNDED.
13. Grant Funded R&E Aide to Grant Funded R&E Assistant Lead at Golden Valley Elementary School, effective August 31, 2026. GRANT FUNDED.
14. Bilingual Instructional Aide to Preschool Aide, effective September 8, 2026.

RESIGNATIONS/RETIREMENTS:

15. Campus Security Instructional Aide at Palm Elementary School, resigned effective June 6, 2026.
16. Grant Funded R&E Aide at El Monte Middle School, resigned effective August 14, 2026.
17. Office Assistant I at El Monte Middle School, resigned effective June 5, 2026.
18. Outreach Aide at Lovell High School, resigned effective September 4, 2026.
19. Physical Education Technician at El Monte Middle School, resigned effective June 4, 2026.

20. Special Education Aide at Cutler Elementary School, retired effective August 7, 2026
21. Director of Grants and Program Development, resigned effective September 11, 2026.

LEAVES: (Statutory – For Informational Purposes):

22. Food Service Worker at El Monte Middle School, on Baby Bonding beginning August 25, 2026 through October 29, 2026.

Motion to approve Item A - Public Employee Appointment/Employment for the position(s) listed made by: _____ Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

<u>Item B</u> <u>Page(s)</u> 515-516	Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving Pupil Records (Ed Code 35146; 48912(B); 48918(C): Discussion on the Cases listed below will be taken during Closed Session. Action to take place upon reconvening to Open Session.	3
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- Case #: 2026-2027-01 – Suspended Expulsion

Adjournment to Open Session:

Motion to adjourn Closed Session at _____ p.m. and reconvene into Open Session made by: _____ Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

REPORTING OF CLOSED-SESSION ITEMS

<u>Item A</u>	Personnel (Gov. Code 54957): The Board will meet to consider Public Employee	3
<u>Page(s)</u>	Appointment/Employment for the position(s) of:	
512-514		

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

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1. Food Service Worker at El Monte Middle School, on Baby Bonding beginning August 25, 2026 through October 29, 2026.

<u>Item B</u> <u>Page(s)</u> 515-516	Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving Pupil Records (Ed Code 35146; 48912(B); 48918(C): Discussion on the Cases listed below will be taken during Closed Session. Action to take place upon reconvening to Open Session.	3
	• Case #: 2026-2027-01 – Suspended Expulsion	

CLOSING ACTIVITIES: The Governing Board members have an opportunity to comment.

The next Regular Meeting of the Board of Trustees will be held on Thursday, August 13, 2026, with the Open Session beginning at 5:30 p.m. and Closed Session at 6:30 p.m. The Board Meeting will take place at the COJUSD Board Room – 12623 Avenue 416, Orosi CA 93647 unless otherwise posted.

ADJOURNMENT:

Motion to adjourn the meeting made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

Meeting adjourned at: _____ p.m.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
August 13, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MINUTES OF THE REGULAR BOARD MEETING
DATED AUGUST 13, 2026**

ATTACHMENTS: **MINUTES OF THE REGULAR BOARD MEETING
DATED AUGUST 13, 2026**

FUNDING SOURCE: **N/A**

DISCUSSION: A Regular Meeting of the Board of Trustees was held on August 13, 2026. Attached for review and approval are the minutes from the meeting.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Yolanda Valdez, Superintendent*

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Regular Board Meeting Minutes Dated August 13, 2026.

PROPOSED ACTION:

APPROVE

Item #: 1

Cutler-Orosi Joint Unified School District
Office Phone Number:(559) 528-4763

Meeting Location:
Cutler-Orosi JUSD Board Room
12623 Avenue 416
Orosi CA 93647

MINUTES OF THE BOARD OF TRUSTEES REGULAR BOARD MEETING

Regular
Type of Meeting

5:30 p.m.
Time

Thursday, August 13, 2026
Day/ Date

ROSTER OF ATTENDANCE

Board of Trustees

Sandra Williams, Board President
Marisol Rubalcaba, Vice President
Delia Martinez, Board Clerk – Absent
Mary Helen Espino, Trustee
Joni Jordan, Trustee - Trustee
Javier Quevedo, Trustee
Karen Gonzalez, Trustee

District Administration

Yolanda Valdez
Shevonne Swanson
Sunsie Tumacder
Antonio Quintanilla
Faith Coleman
Jayboy Camaquin
Jody Rush

School Site Administration

Dr. Diana Vides
Dr. Larissa Goosev
Mario Rodriguez
Oscar Villasenor
Victoria Guzman
Yovana Castillo

ALL TO ORDER

Pledge of Allegiance:

Superintendent Presentations/ Reports – Non-Action Items

- **Family Education Center/ Adult Education Presentation**

Board President Sandra Williams called the meeting to order at 5:32 p.m.

Trustee Joni Jordan led the Flag Salute.

Superintendent Valdez welcomed everyone back to the 2026-2027 school year and prompted Family Education Center Manager, Maritza Gonzalez, and Adult Education Administrator, Victoria Guzman, to begin their presentations.

Maritza Gonzalez provided a presentation on the continuous and new services offered at Family Education Center. She thanked her staff for their support, those who attended the Family Education Center new logo reveal, and their six on-site providers. The newest onsite provider, United Behavioral Services, offers mental health support for those 18 and older.

She presented a recognition award to the following people:
Best Buy Dinuba Warehouse – Family Education Center Collaborator
Beatriz Carrate – Family Education Center Parent
Lizette Sanchez – Family Education Center Parent
Anabelle Rocha – Family Education Center Employee
Lizbeth Guzman – Family Education Center Employee

Adult Education Administrator, Victoria Guzman, shared Adult School highlights. She thanked and recognized her partnerships, one being Family Education Center. She discussed the different courses offered at Adult School and emphasized that this past year 21 students received diplomas and 19 received Google Certification.

She presented recognition awards to the following people:
Juan Sanchez – Adult School Student
Phil Puente – Adult School Collaborator/Teacher

Orosi High School ASB President, Alexa Limon, provided updates on high school events.

Superintendent Valdez welcomed new teachers and school site principals to the front for introductions.

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Karen Gonzalez to go into recess at 6:05 p.m.

Recess:

The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

Recess closed at 6:09 p.m.

Public Comments:

Brenda Serna, a Transitional Kindergarten teacher at Palm Elementary, voiced the challenges she faced as a result of changing orientation from the first day of school to the day before the first day. She felt the decrease in time they had with families, accompanied by the distractions caused by parents bringing their other children and extended family members made the orientation less successful.

Dr. Suzanne Scherr, teacher at El Monte Middle School and Orosi High School, voiced her appreciation with administration and the Board of Trustees for the continuous support she has received to attend professional learning opportunities and grow the music programs within COJUSD.

Consent Items:

- 1 Minutes of the Regular Board Meeting
Dated June 11, 2026
- 2 Minutes of the Regular Board Meeting
Dated June 18, 2026
- 3 Accounts Payable Total Payments Report
Dated May 28, 2026 through July 30,
2026
- 4 August Budget Revision
- 5 Approve 2026-2027 Consolidated
Application
- 6 Accept the Quarterly Williams Uniform
Complaint Report for April-June 2026
- 7 Approve 2026-2027 Strengthening Career
and Technical Education for the 21st
Century Act Grant (PERKINS)
- 8 Approve K-16 Partnership Subaward:
Education Pipeline Amendment
- 9 Approve K-16 Partnership Subaward:
Reedley Health Pathway Amendment

Correction made to table of contents: minutes were for Regular Board Meeting, not Special Board Meeting.

- 10 Approve K-16 Partnership Subaward:
Raices (Roots) in the San Joaquin Valley
Amendment
- 11 Ratify 2026-2027 Valley Regional
Occupational Program (VROP) Teacher
Service Agreements (TSA)
- 12 Addition of Contractors to the District's
Cost Accounting Prequalification List
(CUPCAA)
- 13 Approve Contractor Prequalification List
- 14 Approve Purchasing Cooperatives
- 15 Approve 2026 October National
Superintendents' Forum Out of State
Conference
- 16 Ratify Out of State Travel Request for
Employee on Industrial Accident Leave
- 17 Approve 2026-2027 Service Agreement
with Aya Education
- 18 Approve Memorandum of Understanding
with Alliant University
- 19 Approve California Agricultural
Teachers' Induction Program
Memorandum of Understanding with
Davis Joint Unified School District
- 20 Approve Alder Graduate School of
Education Services Agreement
- 21 Memorandum of Understanding for
Supervision of an Associate Clinical
Social Worker
- 22 Ratify 2026-2027 Sunbelt Service
Agreement
- 23 Approve 2026-2027 B.E.E Therapy
Service Agreement
- 24 Interdistrict Transfers
- 25 Approve Proposition 28: Arts and Music
in Schools Annual Report 2025-2026
- 26 Approve Orosi High School's Fall and
Spring Finals Schedule
- 27 Approve 2026-2027 Kami License
Renewal

Correction made from original table of contents: 2026-2027

28	Ratify Committee for Children Quote	
29	Approve Work Based Learning (WBL) Wildland Firefighting Sequoia Lake Overnight Trips for 2026-2027	Correction made from original table of contents: 2026-2027
30	Ratify Acellus Learning Systems for Alternative Education	<u>A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Rubalcaba to approve Items #1-33. The motion was approved with a vote of 6 to 0 with the votes as follows:</u>
31	2026-2027 COJUSD Schools and Sites Fundraisers	Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Absent Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
32	Approve Medication in School Authorization Form	
33	Approve Authorization and Protocol for Self-Administered Medication Form	
Curriculum/Instruction Items:		
34	Approve August Curriculum and Instruction Report	Assistant Superintendent Swanson welcomed Jayboy Camaquin, Administrator of Instructional Programs, and Angela Ruiz-Alvarez, Before/After School Program Manager, to give a report on the summer program. Administrator Camaquin highlighted the activities and trips students participated in. He shared participation numbers in swimming and aquatic activities. <u>A motion was made by Trustee Javier Quevedo seconded by Trustee Marisol Rubalcaba to approve Item #34. The motion was approved with a vote of 6 to 0 with the votes as follows:</u> Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Absent Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
35	Approve 2026-2027 Adult School Course Approval	Assistant Superintendent Shevonne Swanson stated that item #35 is a routine item that lists all the courses approved for Adult School. <u>A motion was made by Trustee Karen Gonzalez seconded by Trustee Joni Jordan to approve Item #35. The motion was approved with a vote of 6 to 0 with the votes as follows:</u> Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Absent Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes

Administrative/Organizational Items:

- 36 Approve Change for Career and Technical Education (CTE) Materials Testing Agreement

Board President Sandra Williams present Item #36. Director of MOT, Raffi Soghomonian, stated additions were added to the contract so that in construction of the CTE modular building, site and factory testing can be done by the same company making it more affordable.

A motion was made by Trustee Javier Quevedo seconded by Trustee Karen Gonzalez to approve Item #36. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

- 37 Adopt Resolution No. 2026-2027-01 California Environmental Quality Act (CEQA) Exemption for Administrative Office Property

Board President Williams presented Item #37. Director Soghomonian stated this legal procedure provides exemption from environmental quality act actions or potential litigations. This exemption is tied to the purchase of Presbyterian Church.

A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Rubalcaba to approve Item #37. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

- 38 Approve Award of Contract for the Earthwork Prime Contract

Board President Williams presented Item #38. Director Soghomonian stated the contracts for the CTE Building were divided into individual primes so that each contractor has a contract, rather than having a general contractor. This eliminates unnecessary expenses. The lowest of the 3 bidders for the earthwork was Sierra Range.

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Javier Quevedo to approve Sierra Range for the Earthwork Prime Contract. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

- 39 Approve Award of Contract for the Site Electrical Prime Contract

Board President Williams presented item #39. Director Soghomonian requested A-C Electric be awarded the site electrical prime contract as it was the lowest bid.

A motion was made by Trustee Joni Jordan seconded by Trustee Karen Gonzalez to approve A-C Electric for the Site Electrical Prime Contract. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

40 Approve Award of Contract for the Underground Utilities Prime Contract

Board President Williams presented Item #40. Director Soghomonian requested JTZ Todd Companies be awarded the underground utilities prime contract as it was the lowest bid.

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Joni Jordan to approve JTZ Todd Companies for the Underground Utilities Prime Contract. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

41 Approve Award of Contract for the Fire Alarm Prime Contract

Board President Williams presented Item #41. Director Soghomonian requested Digi Tech Industries be awarded the fire alarm prime contract as it was the only bid.

A motion was made by Trustee Javier Quevedo seconded by Trustee Karen Gonzalez to approve Digi Tech Industries for the Fire Alarm Prime Contract. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

42 Approve Award of Contract for the Site Fencing Prime Contract

Board President Williams presented Item #42. Director Soghomonian requested Yukon Fence Co. be awarded the site fencing prime contract as it was the only bid.

A motion was made by Trustee Joni Jordan seconded by Trustee Javier Quevedo to approve Yukon Fence Co. for the Site Fencing Prime Contract. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

- | | |
|--|--|
| 43 Approve Award of Contract for the Landscape and Irrigation Prime Contract | <p>Board President Williams presented Item #43. Director Soghomonian requested Westscape Inc. be awarded the landscape and irrigation prime contract as it was the lowest bid.</p> <p><u>A motion was made by Trustee Karen Gonzalez seconded by Trustee Joni Jordan</u> to approve Westscape Inc. for the Landscape and Irrigation Prime Contract. The motion was approved with a vote of 6 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes</p> |
| 44 Approve Award of Contract for the Site Concrete Prime Contract | <p>Board President Williams presented Item #44. Director Soghomonian requested Sierra Range be awarded the site concrete prime contract as it was the lowest bid.</p> <p><u>A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Javier Quevedo</u> to approve Sierra Range for the Site Concrete Prime Contract. The motion was approved with a vote of 6 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes</p> |
| 45 Approval of Close-Out Performance Audit – Palm Elementary School | <p>Board President Williams presented Item #45. Director Soghomonian stated there were three projects simultaneously happening at Palm Elementary by the same architect. An invoice payment was made using the incorrect account. Because our projects are hardships and paid 100% by the state, we get penalized if the money is over or under spent. We have a 3-year waiting period in which we will wait to hear from the state. One of the options, which is the most likely, is a deduction of \$22,000 from our next hardship project.</p> <p><u>A motion was made by Trustee Javier Quevedo seconded by Trustee Joni Jordan</u> to approve Item #45. The motion was approved with a vote of 6 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes</p> |

46	Approval of Committee of Assignments/Subject Matter Verification for the 2026-2027 School Year	Board President Williams presented Item #46. Assistant Superintendent Sunsie Tumcader stated this item allows the district to assign teachers to teach outside of their teaching credentials. <u>A motion was made by Trustee Joni Jordan seconded by Trustee Karen Gonzalez to accept Item #46. The motion was approved with a vote of 6 to 0 with the votes as follows:</u> Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Absent Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
47	Public Notice – Intent to Employ Lynda E. Munoz Under a Provisional Internship Permit (PIP) for the 2026-2027 School Year	Board President Williams presented Item #47. Assistant Superintendent Tumacder stated this employee is a PE teacher at El Monte Middle School. The district will ensure she receives training and support while under PIP earning her credentials. Mrs. Tumacder ensured Ms. Munoz is aware of her timeline. <u>A motion was made by Trustee Javier Quevedo seconded by Trustee Marisol Rubalcaba to approve Item #47. The motion was approved with a vote of 6 to 0 with the votes as follows:</u> Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Absent Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
48	Public Notice – Intent to Employ Leslie M. Garcia Under a Provisional Internship Permit (PIP) for the 2026-2027 School Year	Board President Williams presented Item #48. Assistant Superintendent Tumacder stated this employee is an RSP teacher at Orosi High School. The district will ensure she receives training and support while under PIP earning her credentials. <u>A motion was made by Trustee Joni Jordan seconded by Trustee Karen Gonzalez to approve Item #48. The motion was approved with a vote of 6 to 0 with the votes as follows:</u> Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Absent Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
49	Approval of Additional Hours to One Food Service Worker II Position	Board President Williams presented Item #49. Assistant Superintendent Tumacder stated this would increase the Food Service Worker II position by one hour and it is a permanent change. <u>A motion was made by Trustee Karen Gonzalez seconded by Trustee Marisol Rubalcaba to approve Item #49. The motion was approved with a vote of 6 to 0 with the votes as follows:</u>

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

50 Approval of New Special Education Technician Position

Board President Williams stated item #50 was pulled.

51 Approval of Aquatic Technician Position

Board President Williams presented Item #51. Assistant Superintendent Tumacder stated this new position will support PE teachers with students during swim instruction and provide direct services to students during aquatic activities.

A motion was made by Trustee Karen Gonzalez seconded by Trustee Marisol Rubalcaba to approve Item #51. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

52 Approve Certificated Salary Settlement Agreement Disclosure

Board President Williams presented Item #52. Superintendent Valdez stated this is a disclosure the district must submit to the County attesting there is enough funding to cover the 4% raise.

A motion was made by Trustee Javier Quevedo seconded by Trustee Joni Jordan to approve Item #52. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

Public Comments on Closed Session Items:

Board President William opened up comments on the Closed Session Items.

Closing Comments:

No comments were presented from the public.

Adjourn to Closed Session:

All six Board members thanked everyone for attending and wished staff a great school year.

A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Rubalcaba to adjourn to Closed Session at 7:06 p.m. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

Reconvene to Open Session:

A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Rubalcaba to Reconvene to Open Session at 8:27 p.m. The Motion was approved with the following vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

Reporting of Closed Session Items:

During Closed Session the following personnel items were presented for review and approval:

Item A – Personnel Items:

- Personnel Letter

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Monique Montalvo, RSP Teacher at Orosi High School, effective June 30, 2026
2. Jonathan Azevedo, Intern Psychologist for (1) school year, effective July 30, 2026
3. Isabel Guzman, Campus Security Instructional Aide at Palm Elementary School, effective August 10, 2026
4. Luis Cabrera, Custodian Bus Driver at Orosi High School, effective June 8, 2026
5. Adrian Perez Jr., Custodian Bus Driver at Orosi High School and El Monte Middle School, effective July 1, 2026
6. Nayeli Cornejo, Instructional Aide at Cutler Elementary School, effective August 10, 2026
7. Daniel Vega, Campus Security at Orosi High School, effective August 10, 2026
8. Lisett E Gutierrez, LVN at Cutler Elementary School, effective July 30, 2026
9. Jonathan Rocha, Food Service Driver/Bus Driver District Wide, effective August 3, 2026
10. Elisa Carreon, Grant Funded R&E Aide at Golden Valley Elementary School, effective August 10, 2026
11. Luis Ramos Flores, Business Services Technician at the District Office, effective July 30, 2026
12. Jennifer M. Alvarado, RSP Teacher at Preschool Sites, effective July 30, 2026

13. Lorena Arciniega, Counselor at Alternative Education, effective July 1, 2026
14. Monica Perez Sandoval, Executive Assistant to the Superintendent, effective TBD

PROMOTIONS/REASSIGNMENTS:

15. Ivan Herrera Sandoval, Custodian Bus Driver to Maintenance Worker II Bus Driver, effective July 6, 2026
16. Guadalupe Capistran, Grant Funded R&E Assistant Lead to Grant Funded R&E Lead, effective August 10, 2026
17. Genaro Hernandez Rodriguez, Custodian to Groundskeeper Bus Driver at El Monte Middle School, effective July 27, 2026
18. Jesse Landeros, Custodian Bus Driver to Groundskeeper Bus Driver at Golden Valley Elementary School, effective August 1, 2026

RESIGNATIONS/RETIREMENTS:

19. Nichole Jimenez, Teacher at El Monte Middle School, resigned effective June 26, 2026
20. Benjamin Prado, Teacher at Orosi High School, resigned effective June 6, 2026
21. Erin Wandler, Reading Specialist, District Office, resigned effective June 30, 2026
22. Angela Cortez, Speech and Language Pathologist resigned effective June 30, 2026
23. Guadalupe Singh, Teacher at Golden Valley Elementary School, resigned effective July 13, 2026
24. Makayla Hernandez, Preschool Aide resigned effective July 30, 2026
25. Michell Lepke, JV Football Assistant Coach resigned effective June 9, 2026
26. Kiara Martinez Ocampo, Instructional Aide resigned effective June 4, 2026
27. Vanessa Trujillo, Grant Funded R&E Assistant Lead resigned effective July 10, 2026
28. Micaela Macareno Rodriguez, Executive Assistant to the Superintendent resigned effective July 29, 2026
29. Raymond Quintana, Director of Technology resigned effective July 22, 2026
30. Adolfo Hernandez, Business Services Technician resigned effective August 7, 2026
31. Gloria Cachu, Business Services Technician retired effective August 4, 2026.

LEAVES: (Statutory – For Informational Purposes):

32. Pabely Rodriguez, Personnel Coordinator at District Office, on Maternity Leave beginning July 16, 2026 through 6-8 weeks post-partum
33. Monica Guzman-Ruvalcaba, Outreach Aide at Family Education Center, on Baby Bonding Leave beginning July 20, 2026 through July 31, 2026

34. Cinthia Aquino Guzman, LVN at Orosi High School, on Baby Bonding Leave beginning August 17, 2026 through August 21, 2026.

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Joni Jordan to approve the Personnel Letter as presented. The motion was approved with a vote of 5 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Absatin
 Karen Gonzalez – Yes

Item B: Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving Pupil Records (Ed. Code 35146; 48912(B); 48918(B): Action took place upon reconvening to Open Session:

- **Case #: 2024-2025-06 – Suspended Expulsion**

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Karen Gonzalez to approve Item B. The Motion was approved with the following vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

Comments:

No additional comments were presented.

Adjournment:

A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Rubalcaba to adjourn the meeting at 8:27 p.m. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
 Marisol Rubalcaba – Yes
 Delia Martinez – Absent
 Mary Helen Espino – Yes
 Joni Jordan – Yes
 Javier Quevedo – Yes
 Karen Gonzalez – Yes

Respectfully Submitted

Yolanda Valdez, Superintendent (MP)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **ACCOUNTS PAYABLE TOTAL PAYMENTS
REPORT DATED JULY 31, 2026, THROUGH
AUGUST 26, 2026**

ATTACHMENTS: **TOTAL PAYMENTS REPORT & SUMMARY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached is the Accounts Payable Total Payments Report. The report is dated July 31, 2026, through August 26, 2026, and is for expenditures paid during these periods.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Faith Coleman, Chief Financial
Officer*

BOARD GOAL:



1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

**The Superintendent recommends the Board approve the
Accounts Payable Total Payments Report.**

PROPOSED ACTION:

APPROVE

Item #: 2

Summary

4:28:17PM

DatePaid between 07/31/2026 and 08/26/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
4237	OROSI PUBLIC UTILITY DIST. (0)	09	00	Total Payment Amount: \$7,304.71 *
4269	P G & E	03	00	Total Payment Amount: \$84,152.99 *
4325	CLINES BUSINESS EQUIPMENT INC.	03	00	Total Payment Amount: \$210.11 *
4372	PENAS DISPOSAL SERVICE INC.	03	00	Total Payment Amount: \$11,737.01 *
5388	GAS COMPANY, THE	03	00	Total Payment Amount: \$407.95 *
9803	ALTA IRRIGATION DISTRICT	09	00	Total Payment Amount: \$170.40 *
11714	DINUBA LUMBER (6)	03	00	Total Payment Amount: \$2,503.18 *
11851	CUTLER PUBLIC UTILITY	09	00	Total Payment Amount: \$1,621.68 *
12284	CAVES & ASSOCIATES	02	06	Total Payment Amount: \$1,500.00 *
14036	EWING IRRIGATION PRODUCTS	03	00	Total Payment Amount: \$4,929.56 *
16220	EMPIRE SUPPLY CO.	03	00	Total Payment Amount: \$200.93 *
17821	YETTEM SEWER	00	00	Total Payment Amount: \$267.00 *
18594	BATTERY SYSTEMS	00	00	Total Payment Amount: \$1,975.72 *
19008	ODP BUSINESS SOLUTIONS,LLC	09	00	Total Payment Amount: \$27,924.12 *
19176	PIONEER EQUIPMENT CO.	03	00	Total Payment Amount: \$743.61 *
19420	PRODUCERS	03	00	Total Payment Amount: \$1,413.13 *
19430	GOLD STAR FOODS	03	00	Total Payment Amount: \$16,084.49 *
19438	SYSCO FOODSERVICES OF	03	00	Total Payment Amount: \$88,352.74 *
19506	DIVISION OF STATE ARCHITECT	09	00	Total Payment Amount: \$9,891.50 *
19598	HOBART CORPORATION	03	00	Total Payment Amount: \$741.00 *
19719	SAN JOAQUIN PEST CONTROL OF	03	00	Total Payment Amount: \$4,700.00 *
19773	JENSEN & PILEGARD	03	00	Total Payment Amount: \$541.73 *
20009	AVID CENTER	09	00	Total Payment Amount: \$13,123.00 *
20632	ERNEST PACKAGING SOLUTIONS	03	00	Total Payment Amount: \$2,215.89 *
20861	SISC III	09	00	Total Payment Amount: \$801,051.00 *
21035	CHETS PLUMBING CO	01	06	Total Payment Amount: \$22,698.19 *
21080	FRESNO OXYGEN	03	00	Total Payment Amount: \$569.39 *
21251	COMMITTEE FOR CHILDREN	03	00	Total Payment Amount: \$12,796.00 *
21384	LA ESPERANZA RESTAURANT	03	00	Total Payment Amount: \$500.00 *
21391	SMART & FINAL	00	00	Total Payment Amount: \$2,336.10 *
21584	BANKS & CO.	06	06	Total Payment Amount: \$110.00 *
21607	FERGUSON ENTERPRISES INC.#690	03	00	Total Payment Amount: \$3,636.00 *

Summary

4:28:17PM

DatePaid between 07/31/2026 and 08/26/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
21638	FRANEYS FLOOR COVERING INC.	03	00	Total Payment Amount: \$6,740.00 *
21778	CALIFORNIA OFFICE LIQUIDATORS	03	00	Total Payment Amount: \$4,995.46 *
21832	LAWRENCE TRACTOR CO.	03	00	Total Payment Amount: \$2,779.58 *
21891	VERIZON WIRELESS	00	00	Total Payment Amount: \$1,157.68 *
21902	FLINN SCIENTIFIC	03	00	Total Payment Amount: \$701.00 *
21999	IDEA PRINTING & GRAPHICS	03	00	Total Payment Amount: \$14,864.13 *
22230	ACTIVE PARENTING PUBLISHERS	03	00	Total Payment Amount: \$642.19 *
22404	SWANK MOTION PICTURES	03	00	Total Payment Amount: \$1,057.00 *
22441	CDW-G	03	00	Total Payment Amount: \$99,570.27 *
22610	SCHOOL SERVICES OF CA INC.	03	00	Total Payment Amount: \$5,160.00 *
22897	ROBERTS PLUMBING CO.	02	06	Total Payment Amount: \$4,801.31 *
22917	POPES PROPANE SERVICE	03	00	Total Payment Amount: \$126.92 *
22963	TULARE COUNTY OFFICE OF EDUCAT	09	00	Total Payment Amount: \$225,749.09 *
23181	SCHOOLWORKS INC.	03	00	Total Payment Amount: \$8,000.00 *
23259	KINGS PETROLEUM LLC	03	00	Total Payment Amount: \$66,855.79 *
23274	TULARE COUNTY JAIL INDUSTRIES	09	00	Total Payment Amount: \$3,255.00 *
23337	EMEDCO	00	00	Total Payment Amount: \$182.47 *
23484	CENTRAL VALLEY LOCK & SAFE	03	00	Total Payment Amount: \$3,902.74 *
23671	CASTILLO, YOVANA	00	00	Total Payment Amount: \$1,615.95 *
23675	UNIVERSAL STUDIOS HOLLYWOOD	03	00	Total Payment Amount: \$20,111.00 *
23700	BLAIR, CHURCH & FLYNN	03	00	Total Payment Amount: \$950.00 *
24042	SOLUTION TREE	03	00	Total Payment Amount: \$9,000.00 *
24061	COUNTER TOPS BY "CHET"	06	06	Total Payment Amount: \$6,415.00 *
24123	TECHNICON ENGINEERING SERVICES	03	00	Total Payment Amount: \$2,103.00 *
24195	AWARDS AND SIGNS UNLIMITED	03	00	Total Payment Amount: \$1,609.06 *
24341	ZWEIGLE SEPTIC, LLC	03	00	Total Payment Amount: \$600.00 *
24417	SWANSON, SHEVONNE	00	00	Total Payment Amount: \$234.00 *
24436	BUSWEST - FRESNO	03	00	Total Payment Amount: \$693.92 *
24498	CAL GRO PUMP SERVICE, INC.	03	00	Total Payment Amount: \$18,917.66 *
24502	CERDA, LEANNE	00	00	Total Payment Amount: \$369.12 *
24542	ATKINSON, ANDELSON, LOYA, RUDD	03	00	Total Payment Amount: \$2,625.00 *
24545	DEPARTMENT OF JUSTICE	09	00	Total Payment Amount: \$834.00 *

Summary

4:28:17PM

DatePaid between 07/31/2026 and 08/26/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
24559	DUSTYS PUMPING SERVICES	02	06	Total Payment Amount: \$3,570.00 *
24580	VALLEY SOIL & FOREST PRODUCTS	02	06	Total Payment Amount: \$206.45 *
24626	T-MOBILE	03	00	Total Payment Amount: \$2,965.84 *
24640	CIF STATE OFFICE	09	00	Total Payment Amount: \$1,327.50 *
24751	WHITES MUSIC	03	00	Total Payment Amount: \$338.32 *
24756	U. S. BANK	03	00	Total Payment Amount: \$20,308.13 *
24800	APPLE INC.	00	00	Total Payment Amount: \$379,695.72 *
24877	MACMILLAN/MCGRAW-HILL	09	00	Total Payment Amount: \$30,431.01 *
24886	BLICK ART MATERIALS	03	00	Total Payment Amount: \$4,378.63 *
24904	FIRST BAPTIST CHURCH	00	00	Total Payment Amount: \$1,400.00 *
24929	SHERWIN-WILLIAMS CO., THE	03	00	Total Payment Amount: \$17,228.21 *
24988	KIMBALL MIDWEST	03	00	Total Payment Amount: \$1,982.20 *
25012	US AIRCONDITIONING DIST. INC	03	00	Total Payment Amount: \$2,401.56 *
25113	WESTERN BUILDING MATERIALS	03	00	Total Payment Amount: \$1,594.22 *
25147	RAINSCAPE	03	00	Total Payment Amount: \$4,595.00 *
25205	AUTO ZONE	00	00	Total Payment Amount: \$1,526.38 *
25214	TINOS FENCE, INC.	03	00	Total Payment Amount: \$4,634.92 *
25229	LOWES -#98007297470	00	00	Total Payment Amount: \$7,551.45 *
25279	SCHOOL SITE SOLUTIONS INC	00	00	Total Payment Amount: \$290.00 *
25381	INFOTRAC	03	00	Total Payment Amount: \$3,175.00 *
25403	SNA	00	00	Total Payment Amount: \$49.00 *
25488	RUSSELL SIGLER INC.	03	00	Total Payment Amount: \$2,092.31 *
25711	W.W. GRAINGER, INC.	03	00	Total Payment Amount: \$1,084.00 *
25735	J.W. PEPPER	03	00	Total Payment Amount: \$399.46 *
25741	FRESNO MOBILE RADIO	03	00	Total Payment Amount: \$520.00 *
25757	PROJECT LEAD THE WAY	08	00	Total Payment Amount: \$6,935.20 *
25950	IMPERIAL DADE	09	00	Total Payment Amount: \$8,860.78 *
25977	JS COMMUNICATIONS, INC.	03	00	Total Payment Amount: \$2,673.53 *
25983	SAN JOAQUIN VALLEY AIR POLLUTIO	00	00	Total Payment Amount: \$1,113.29 *
25985	LATINO COMMISSION	03	00	Total Payment Amount: \$200,800.00 *
26004	DEPARTMENT OF SOCIAL SERVICES	09	00	Total Payment Amount: \$484.00 *
26016	O'REILLY AUTO PARTS	03	00	Total Payment Amount: \$249.43 *

Summary

4:28:17PM

DatePaid between 07/31/2026 and 08/26/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
26057	BSN SPORTS, INC	03	00	Total Payment Amount: \$2,065.50 *
26089	FOLLETT CONTENT SOLUTIONS	03	00	Total Payment Amount: \$6,781.43 *
26109	CVIN LLC	03	00	Total Payment Amount: \$5,951.84 *
26118	ANALYTIC	03	00	Total Payment Amount: \$9,096.00 *
26130	KOALA TREE SERVICE	01	06	Total Payment Amount: \$900.00 *
26162	J & E RESTAURANT SUPPLY INC	03	00	Total Payment Amount: \$21,575.23 *
26198	KRC SAFETY CO., INC	03	00	Total Payment Amount: \$200.00 *
26270	A&E INDUSTRIAL CLEANING	03	00	Total Payment Amount: \$14,655.08 *
26320	VALLEY SECURITY ALARM	03	00	Total Payment Amount: \$2,727.00 *
26359	RIVERA, TASHA JUSTINE	01	00	Total Payment Amount: \$49.57 *
26395	MEDALLION SUPPLY	03	00	Total Payment Amount: \$2,721.75 *
26398	HCI SYSTEMS, INC.	03	00	Total Payment Amount: \$2,410.00 *
26415	ESQUEDA, ROSALIND	01	06	Total Payment Amount: \$11,396.00 *
26436	CHICAGO TITLE COMPANY	03	00	Total Payment Amount: \$353,596.00 *
26467	CIF-CENTRAL SECTION	09	00	Total Payment Amount: \$1,505.00 *
26478	VALLEY ROP	09	00	Total Payment Amount: \$22,147.09 *
26497	BULK BOOKSTORE	03	00	Total Payment Amount: \$5,547.06 *
26634	GLOBAL DATEBOOKS	03	00	Total Payment Amount: \$10,592.39 *
26666	G2SOLUTIONS, INC.	03	00	Total Payment Amount: \$99.95 *
26711	DUMONT PRINTING	03	00	Total Payment Amount: \$1,255.00 *
26721	REFRIGERATION SUPPLIES DISTRIB	03	00	Total Payment Amount: \$5,965.47 *
26724	CAREERSAFE	03	00	Total Payment Amount: \$1,050.00 *
26762	LEARNING GENIE	03	00	Total Payment Amount: \$17,199.00 *
26789	CHUY'S AUTO BODY AND COLLISION	03	00	Total Payment Amount: \$2,884.32 *
26879	EXPLORELEARNING	03	00	Total Payment Amount: \$940.00 *
26912	AMAZON CAPITAL SERVICES	03	00	Total Payment Amount: \$116,782.02 *
26958	QUALITY LAPEL PINS	03	00	Total Payment Amount: \$275.00 *
26999	BEYNON SPORTS	03	00	Total Payment Amount: \$176,764.60 *
27008	SUNBELT RENTALS, INC.693182	03	00	Total Payment Amount: \$1,089.29 *
27091	PAPE TRUCKS INC.	03	00	Total Payment Amount: \$1,429.47 *
27104	QUEZADA LANDSCAPING	01	06	Total Payment Amount: \$16,500.00 *
27267	CALIFORNIA DEPARTMENT OF TAX	09	00	Total Payment Amount: \$10,989.00 *

Summary

4:28:17PM

DatePaid between 07/31/2026 and 08/26/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
27291	AMERICAN RED CROSS	09	06	Total Payment Amount: \$5,092.37 *
27299	NUESTRO TIEMPO PUBLISHING	01	06	Total Payment Amount: \$344.80 *
27362	SIERRA VIEW CONSTRUCTION	01	06	Total Payment Amount: \$28,700.00 *
27374	SEESAW LEARNING, INC.	03	00	Total Payment Amount: \$4,125.00 *
27393	INSTITUTE FOR MULTI SENSORY ED	06	06	Total Payment Amount: \$73,769.22 *
27428	CINTAS	03	00	Total Payment Amount: \$7,110.13 *
27456	ZAJONC CORP	03	00	Total Payment Amount: \$20,581.25 *
27459	BAZA, ANDREW	00	00	Total Payment Amount: \$70.51 *
27469	EDPUZZLE	03	00	Total Payment Amount: \$15,280.00 *
27482	BOOM LEARNING	03	00	Total Payment Amount: \$1,149.90 *
27487	BURLINGTON ENGLISH INC.	03	00	Total Payment Amount: \$3,840.00 *
27488	YETTEM-SEVILLE CSD	03	00	Total Payment Amount: \$87.65 *
27517	SIERRA RANGE CONSTRUCTION	03	00	Total Payment Amount: \$6,750.00 *
27532	ALLIED STORAGE CONTAINERS	03	00	Total Payment Amount: \$902.95 *
27537	QUIZIZZ INC.	03	00	Total Payment Amount: \$12,562.50 *
27553	LESLIE POOLMART INC.	03	00	Total Payment Amount: \$216.99 *
27565	CALIFORNIA TURF EQUIPMENT	03	00	Total Payment Amount: \$2,267.20 *
27570	SAVVAS LEARNING CO., LLC.	06	00	Total Payment Amount: \$1,648.96 *
27574	HD SUPPLY	03	00	Total Payment Amount: \$4,053.10 *
27593	LEAF	06	01	Total Payment Amount: \$5,637.24 *
27595	WATER SYSTEM SOLUTIONS LLC	03	00	Total Payment Amount: \$1,088.50 *
27596	SCP POOL DISTRIBUTORS LLC	00	00	Total Payment Amount: \$3,023.53 *
27601	HEARTLAND PAYMENT SYSTEMS	03	00	Total Payment Amount: \$5,788.00 *
27602	INTERNATIONAL ACADEMY OF SCIEN	09	00	Total Payment Amount: \$79,000.00 *
27635	RIVERSIDE INSIGHTS	06	06	Total Payment Amount: \$11,291.28 *
27664	RAYMOND WEST	00	00	Total Payment Amount: \$135.00 *
27719	CONN DOORS	01	06	Total Payment Amount: \$4,738.88 *
27730	DOLLYWOOD FOUNDATION	03	00	Total Payment Amount: \$312.27 *
27777	MACKIN EDUCATIONAL RESOURCES	03	00	Total Payment Amount: \$1,578.47 *
27783	BAKER DISTRIBUTING CO.	00	00	Total Payment Amount: \$227.63 *
27788	AT & T CALNET 4	00	00	Total Payment Amount: \$3,967.06 *
27828	ARVIN HIGH SCHOOL	00	00	Total Payment Amount: \$200.00 *

Summary

4:28:17PM

DatePaid between 07/31/2026 and 08/26/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
27879	FACILITIES MANAGEMENT EXPRESS	06	06	Total Payment Amount: \$11,518.37 *
27892	CHRISTY WHITE, INC.	03	00	Total Payment Amount: \$6,000.00 *
27902	PREFERRED MOBILE EQUIPMENT	01	06	Total Payment Amount: \$6,578.90 *
27903	VIDES, DIANA	00	00	Total Payment Amount: \$57.96 *
27927	USPS-POC	03	00	Total Payment Amount: \$3,400.00 *
27960	PACKBACK, INC.	03	00	Total Payment Amount: \$17,000.00 *
27973	YARDLEE LAWN EXPRESSIONS	01	06	Total Payment Amount: \$172.40 *
28031	GONZALEZ PRO TREE SERVICE	03	00	Total Payment Amount: \$2,450.00 *
28032	INLAND MECHANICAL SERVICES, IN	03	00	Total Payment Amount: \$49,970.00 *
28114	PERRY WEATHER, INC.	03	00	Total Payment Amount: \$3,495.95 *
28129	GLACIERGRID, INC.	03	00	Total Payment Amount: \$5,090.00 *
28138	DOCUSIGN, INC.	03	00	Total Payment Amount: \$26,535.60 *
28142	ENTERPRISE RENT A CAR	03	00	Total Payment Amount: \$2,670.97 *
28153	EAST SEQUOIA CONFERENCE	09	00	Total Payment Amount: \$1,450.00 *
28176	UNITED HEALTH CENTERS OF THE	09	00	Total Payment Amount: \$52,653.29 *
28197	E.L. ACHIEVE, INC.	03	00	Total Payment Amount: \$6,396.52 *
28282	SKYLINE BUS CHARTER LLC	03	00	Total Payment Amount: \$5,200.00 *
28323	NORTHSTAR CHEMICAL	06	00	Total Payment Amount: \$4,625.07 *
28329	SUPERIOR POOL CARE	01	06	Total Payment Amount: \$4,629.52 *
28350	TREVIPAY - WALMART	03	00	Total Payment Amount: \$447.95 *
28505	BLUUM OF MINNESOTA, LLC	03	00	Total Payment Amount: \$7,419.01 *
28512	R B INSPECTIONS	01	06	Total Payment Amount: \$1,300.00 *
28539	SCHOLAR SYSTEM, LLC	06	00	Total Payment Amount: \$168,750.00 *
28546	ENTERPRISE FM TRUST	07	00	Total Payment Amount: \$860.34 *
28559	DAVIDIANSLASER	01	06	Total Payment Amount: \$175.00 *
28588	AVAKIAN HARDWOODS RESTORATIONS	01	06	Total Payment Amount: \$6,223.64 *
28600	CALIFORNIA'S FLOORING	03	00	Total Payment Amount: \$21,268.00 *
28604	PARENTSQUARE, INC	03	00	Total Payment Amount: \$25,298.00 *
28605	ACTIVITYHERO INC	03	00	Total Payment Amount: \$26,178.00 *
28606	MONTEJANO PACKING HOUSE	03	00	Total Payment Amount: \$3,210.00 *
28616	DELEON-REBELES, CHRISTINA	00	00	Total Payment Amount: \$176.69 *
				Total Payment Amount: \$3,961,770.64 *

Summary

4:28:17PM

DatePaid between 07/31/2026 and 08/26/2026

Vendor No.	Vendor Name	Ven. Type	1099	Amount
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Grand Total Payment Amount: \$3,961,770.64 **

TOTAL PAYMENTS SUMMARY REPORT

July 31, 2026 - August 26, 2026

Books, Materials & Supplies <i>40xxx - 44000</i>	\$	812,844
Food - Food Services <i>47xxx</i>	\$	105,850
Professional Services, Operations & Repairs <i>51xxx - 54xxx, 56xxx - 58000</i>	\$	1,492,699
Utilities & Communications <i>55xxx & 59xxx</i>	\$	117,070
Capital Outlay (Construction & Equipment) <i>6xxxx</i>	\$	622,900
Health Insurance <i>9xxxx</i>	\$	810,406
TOTAL	\$	3,961,770

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **AUGUST CASH BALANCE REPORT**

ATTACHMENTS: **AUGUST CASH BALANCE REPORT**

FUNDING SOURCE: **N/A**

DISCUSSION: At the beginning of each month, the Business Office reviews the District's cash position to ensure sufficient cash reserves are available to support ongoing District operations. The August Cash Balance Report reflects a positive cash position and is submitted for your review.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Faith Coleman, Chief Financial
Officer*

BOARD GOAL:



1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the August Cash Balance Report.

PROPOSED ACTION:

APPROVE

Item #: 3

County Fund	District Number	Fund		Current Cash 9110	Previous Total Payroll Objects	Percentage (%)
608	8	0100	General Fund	\$63,532,347.09	\$6,159,333.03	1,031.48
N/A	8	0800	Student Activity Special Revenue Fund	\$0.00		
AAQ	8	1100	Adult Education Fund	\$162,575.92	\$14,444.03	1,125.56
AWL	8	1200	Child Development Fund	\$2,017,724.80	\$223,883.75	901.24
AUB	8	1300	Cafeteria Special Revenue Fund	\$3,359,238.41	\$198,443.21	1,692.80
AAT	8	1700	Special Reserve Fund for Other than Capital Outlay Pr	\$0.69		
AZT	8	2110	Building Fund #1	\$7,281,628.46		
AJS	8	2120	Building Fund # 2	\$92,189.65		
AJK	8	2510	Developer Fees Fund	\$108,748.19		
AAW	8	3500	County School Facilities Fund - New Construction	\$867.07		
ABF	8	3510	County School Facilities Fund - Modernization	\$230,628.54		
AAV	8	4000	Special Reserve Fund for Capital Outlay Projects	\$0.05		
689	8	5100	Bond Interest & Redemption Fund - #1	\$733,123.57		
61C	8	5110	Bond Interest & Redemption Fund - #2	\$428,672.54		
61D	8	5120	Bond Interest & Redemption Fund - #3	\$0.00		
Report Total				\$77,947,744.98		

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **SEPTEMBER BUDGET REVISIONS**

ATTACHMENTS: **BUDGET COMPARISON REPORT**

FUNDING SOURCE: **N/A**

DISCUSSION: Each month, the District Business Office reviews the District's budget to ensure that expenditures remain aligned with the Board-adopted budget. As part of this process, budget revisions are made as necessary to reflect operational needs and changes in program resources throughout the fiscal year.

Attached is Budget Comparison Report for September for your review.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Faith Coleman, Chief Financial
Officer*

BOARD GOAL:



1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the September Budget Revision.

PROPOSED ACTION:

APPROVE

Item #: 4

Budget Comparison Report

BCR600

9/2/2026

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by Fund

1:58:44PM

	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Revenues						
LCFF Sources						
80110 LCFF State Aid - Current Year	\$52,541,809.00	\$0.00	\$52,541,809.00	\$49,990,769.00	\$0.00	\$49,990,769.00
80120 Education Protection Account	\$10,026,662.00	\$0.00	\$10,026,662.00	\$12,122,215.00	\$0.00	\$12,122,215.00
80410 Secured Rolls Tax	\$3,326,807.00	\$0.00	\$3,326,807.00	\$3,777,570.00	\$0.00	\$3,777,570.00
Total LCFF Sources	\$65,895,278.00	\$0.00	\$65,895,278.00	\$65,890,554.00	\$0.00	\$65,890,554.00
Federal Revenues						
81810 Special Education - Entitlement	\$0.00	\$816,562.00	\$816,562.00	\$0.00	\$816,562.00	\$816,562.00
81820 Special Education - Discretionary Grants	\$0.00	\$45,000.00	\$45,000.00	\$0.00	\$45,000.00	\$45,000.00
82850 Interagency Contracts Between LEAs	\$0.00	\$21,148.00	\$21,148.00	\$0.00	\$21,148.00	\$21,148.00
82900 All Other Federal Revenue	\$0.00	\$7,891,111.00	\$7,891,111.00	\$0.00	\$8,541,675.00	\$8,541,675.00
Total Federal Revenues	\$0.00	\$8,773,821.00	\$8,773,821.00	\$0.00	\$9,424,385.00	\$9,424,385.00
Other State Revenues						
85200 Child Nutrition	\$0.00	\$0.00	\$0.00	\$0.00	\$110,202.94	\$110,202.94
85500 Mandated Cost Reimbursements	\$192,864.00	\$0.00	\$192,864.00	\$192,864.00	\$0.00	\$192,864.00
85600 State Lottery Revenue	\$695,185.00	\$300,027.00	\$995,212.00	\$695,185.00	\$300,027.00	\$995,212.00
85900 All Other State Revenue	\$604,923.00	\$12,314,278.00	\$12,919,201.00	\$604,923.00	\$12,366,778.00	\$12,971,701.00
Total Other State Revenues	\$1,492,972.00	\$12,614,305.00	\$14,107,277.00	\$1,492,972.00	\$12,777,007.94	\$14,269,979.94
Other Local Revenues						
86250 Community Redevelopment Funds Not Subject to Revenue Lim	\$0.00	\$93,029.00	\$93,029.00	\$0.00	\$93,029.00	\$93,029.00
86340 Food Service Sales	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
86500 Leases and Rentals	\$0.00	\$0.00	\$0.00	\$95,000.00	\$0.00	\$95,000.00
86890 All Other Fees and Contracts	\$142,928.00	\$348,999.00	\$491,927.00	\$142,928.00	\$348,999.00	\$491,927.00
86990 All Other Local Revenue	\$405,335.00	\$800,000.00	\$1,205,335.00	\$1,021,835.00	\$800,000.00	\$1,821,835.00
87920 Transfers of Apportionments From County Offices	\$0.00	\$1,436,818.00	\$1,436,818.00	\$0.00	\$1,436,818.00	\$1,436,818.00
Total Other Local Revenues	\$548,263.00	\$2,678,846.00	\$3,227,109.00	\$1,259,763.00	\$2,678,846.00	\$3,938,609.00
Total Revenues	\$67,936,513.00	\$24,066,972.00	\$92,003,485.00	\$68,643,289.00	\$24,880,238.94	\$93,523,527.94

Budget Comparison Report

BCR600

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	by Fund					
	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Expenditures						
Certificated Salaries						
11000 Certificated Teachers` Salaries	\$17,339,761.00	\$1,738,122.00	\$19,077,883.00	\$17,339,761.00	\$2,034,261.00	\$19,374,022.00
11002 Substitute Teachers	\$1,076,944.00	\$58,400.00	\$1,135,344.00	\$1,076,944.00	\$62,400.00	\$1,139,344.00
11003 Teacher - Auxilary	\$498,594.00	\$838,477.00	\$1,337,071.00	\$497,094.00	\$845,977.00	\$1,343,071.00
12000 Certificated Pupil Support Salaries	\$1,257,782.00	\$1,133,742.00	\$2,391,524.00	\$1,257,782.00	\$1,158,925.00	\$2,416,707.00
13000 Certificated Supervisors and Administrators Salaries	\$2,368,336.00	\$696,788.00	\$3,065,124.00	\$2,368,336.00	\$814,916.00	\$3,183,252.00
13003 Certificated Supervisors and Administrators - Extra Duty Stipend	\$1,000.00	\$0.00	\$1,000.00	\$1,000.00	\$3,143.00	\$4,143.00
19000 Other Certificated Salaries	\$1,531,863.00	\$1,237,607.00	\$2,769,470.00	\$1,631,863.00	\$1,442,356.00	\$3,074,219.00
19003 Other Certificated - Auxilary	\$28,000.00	\$20,000.00	\$48,000.00	\$28,000.00	\$20,000.00	\$48,000.00
Total Certificated Salaries	\$24,102,280.00	\$5,723,136.00	\$29,825,416.00	\$24,200,780.00	\$6,381,978.00	\$30,582,758.00
Classified Salaries						
21000 Classified Instructional Salaries	\$1,511,885.00	\$1,588,604.00	\$3,100,489.00	\$1,511,885.00	\$1,917,069.00	\$3,428,954.00
21002 Substitute Instructional Aides	\$35,360.00	\$8,290.00	\$43,650.00	\$35,360.00	\$8,290.00	\$43,650.00
21003 Instructional Aides - Auxilary	\$31,104.00	\$741,800.00	\$772,904.00	\$29,860.00	\$741,800.00	\$771,660.00
22000 Classified Support Salaries	\$3,188,940.00	\$2,723,418.00	\$5,912,358.00	\$3,188,940.00	\$3,138,750.00	\$6,327,690.00
22002 Substitute Classified Support	\$275,640.00	\$79,760.00	\$355,400.00	\$275,640.00	\$79,760.00	\$355,400.00
22003 Classified Support Salaries - Auxilary	\$427,701.00	\$286,182.00	\$713,883.00	\$427,701.00	\$286,182.00	\$713,883.00
23000 Classified Supervisors' and Administrators' Salaries	\$343,865.00	\$355,159.00	\$699,024.00	\$343,865.00	\$360,978.00	\$704,843.00
24000 Clerical, Technical and Office Staff Salaries	\$2,804,298.00	\$536,768.00	\$3,341,066.00	\$2,804,298.00	\$552,233.00	\$3,356,531.00
24002 Substitute Clerical, Technical & Office Staff	\$70,000.00	\$100.00	\$70,100.00	\$70,000.00	\$100.00	\$70,100.00
24003 Clerical, Technical & Office - Auxilary	\$133,960.00	\$11,626.00	\$145,586.00	\$133,860.00	\$7,968.00	\$141,828.00
29000 Other Classified Salaries	\$358,451.00	\$0.00	\$358,451.00	\$358,451.00	\$0.00	\$358,451.00
29002 Substitute Other Classified	\$4,000.00	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00
29003 Work Study Stipends	\$3,140.00	\$134,180.00	\$137,320.00	\$3,140.00	\$134,180.00	\$137,320.00
Total Classified Salaries	\$9,188,344.00	\$6,465,887.00	\$15,654,231.00	\$9,187,000.00	\$7,227,310.00	\$16,414,310.00
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	\$4,258,412.00	\$3,707,379.00	\$7,965,791.00	\$4,276,318.00	\$3,777,937.00	\$8,054,255.00

Budget Comparison Report

BCR600

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by Fund

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
31020 State Teachers' Retirement System, classified positions	\$7,577.00	\$900.00	\$8,477.00	\$7,577.00	\$900.00	\$8,477.00
32010 Public Employees Retirement System, certificated positions	\$242,503.00	\$117,197.00	\$359,700.00	\$242,503.00	\$117,197.00	\$359,700.00
32020 Public Employees' Retirement System, classified positions	\$2,169,230.00	\$1,519,719.00	\$3,688,949.00	\$2,168,896.00	\$1,523,567.00	\$3,692,463.00
33012 OASDI, Certificated Positions	\$22,827.00	\$35,771.00	\$58,598.00	\$22,827.00	\$41,264.00	\$64,091.00
33013 Medicare, Certificated Positions	\$337,842.00	\$84,310.00	\$422,152.00	\$341,360.00	\$89,664.00	\$431,024.00
33022 OASDI, classified positions	\$518,469.00	\$400,257.00	\$918,726.00	\$518,386.00	\$408,022.00	\$926,408.00
33023 Medicare, classified positions	\$125,759.00	\$93,285.00	\$219,044.00	\$125,739.00	\$93,960.00	\$219,699.00
34010 Health & Welfare Benefits, certificated positions	\$3,960,910.00	\$755,508.00	\$4,716,418.00	\$3,973,306.00	\$801,398.00	\$4,774,704.00
34020 Health & Welfare Benefits, classified positions	\$2,396,451.00	\$1,276,412.00	\$3,672,863.00	\$2,396,451.00	\$1,310,546.00	\$3,706,997.00
35010 State Unemployment Insurance, certificated positions	\$12,146.00	\$2,935.00	\$15,081.00	\$12,220.00	\$3,118.00	\$15,338.00
35020 State Unemployment Insurance, classified positions	\$4,325.00	\$3,430.00	\$7,755.00	\$4,323.00	\$3,456.00	\$7,779.00
36010 Worker's Compensation Insurance, certificated positions	\$882,239.00	\$221,430.00	\$1,103,669.00	\$891,146.00	\$235,458.00	\$1,126,604.00
36020 Worker's Compensation Insurance, classified positions	\$322,982.00	\$243,716.00	\$566,698.00	\$322,931.00	\$245,436.00	\$568,367.00
37010 OPEB, Allocated, certificated positions	\$233,683.00	\$58,018.00	\$291,701.00	\$236,128.00	\$62,221.00	\$298,349.00
37020 OPEB, Allocated, classified positions	\$86,483.00	\$64,855.00	\$151,338.00	\$86,468.00	\$65,782.00	\$152,250.00
Total Employee Benefits	\$15,581,838.00	\$8,585,122.00	\$24,166,960.00	\$15,626,579.00	\$8,779,926.00	\$24,406,505.00
Books and Supplies						
41000 Approved Textbooks and Core Curricula Materials	\$708,000.00	\$0.00	\$708,000.00	\$1,608,000.00	\$0.00	\$1,608,000.00
42000 Books and Other Reference Materials	\$107,308.00	\$248,500.00	\$355,808.00	\$111,838.00	\$259,795.00	\$371,633.00
43000 Materials and Supplies	\$1,994,153.49	\$2,096,558.00	\$4,090,711.49	\$2,386,834.17	\$2,158,225.00	\$4,545,059.17
44000 Non-Capitalized Equipment	\$1,591,299.00	\$252,583.00	\$1,843,882.00	\$1,593,299.00	\$272,785.94	\$1,866,084.94
47000 Food	\$15,000.00	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00
Total Books and Supplies	\$4,415,760.49	\$2,597,641.00	\$7,013,401.49	\$5,714,971.17	\$2,690,805.94	\$8,405,777.11
Services, Other Operating Expenses						
51000 Subagreements for Services	\$79,200.00	\$1,900,352.00	\$1,979,552.00	\$79,200.00	\$2,425,014.00	\$2,504,214.00
52000 Travel and Conferences	\$77,467.00	\$87,019.00	\$164,486.00	\$81,717.00	\$116,519.00	\$198,236.00
53000 Dues and Memberships	\$36,472.00	\$14,302.00	\$50,774.00	\$61,569.00	\$14,302.00	\$75,871.00
54000 Insurance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
54500 Other Insurance	\$781,533.00	\$0.00	\$781,533.00	\$781,533.00	\$0.00	\$781,533.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
55001 Gas	\$113,564.00	\$0.00	\$113,564.00	\$113,564.00	\$0.00	\$113,564.00
55002 Electricity	\$1,560,010.00	\$11,020.00	\$1,571,030.00	\$1,560,010.00	\$11,020.00	\$1,571,030.00
55003 Water/Sewer	\$148,858.00	\$0.00	\$148,858.00	\$148,858.00	\$0.00	\$148,858.00
55006 Garbage	\$246,375.00	\$10,894.00	\$257,269.00	\$246,375.00	\$10,894.00	\$257,269.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$916,197.00	\$1,221,108.00	\$2,137,305.00	\$963,850.00	\$1,279,108.00	\$2,242,958.00
57100 Transfers of Direct and Support Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
57103 Transfers of Direct Costs - Transportation	(\$137,143.00)	\$137,143.00	\$0.00	(\$142,143.00)	\$142,143.00	\$0.00
57104 Transfers of Direct Costs - Printing	(\$16,450.00)	\$16,450.00	\$0.00	(\$16,850.00)	\$16,450.00	(\$400.00)
57503 Transfers of Direct Costs - Interfund - Transportation	(\$2,000.00)	\$0.00	(\$2,000.00)	(\$2,000.00)	\$0.00	(\$2,000.00)
57504 Transfers of Direct Costs - Interfund - Printing	(\$2,500.00)	\$0.00	(\$2,500.00)	(\$2,500.00)	\$0.00	(\$2,500.00)
58000 Professional/Consulting Services and Operating Expenditures	\$2,823,313.00	\$4,068,323.50	\$6,891,636.50	\$3,001,096.00	\$4,386,859.08	\$7,387,955.08
58009 Pension Penalties & Interest	\$3,000.00	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00
59003 Communications - Telephone	\$9,405.00	\$13,490.00	\$22,895.00	\$64,055.00	\$13,490.00	\$77,545.00
59004 Communications - Postage	\$65,388.00	\$520,819.00	\$586,207.00	\$63,028.00	\$520,819.00	\$583,847.00
Total Services, Other Operating Expenses	\$6,702,689.00	\$8,000,920.50	\$14,703,609.50	\$7,004,362.00	\$8,936,618.08	\$15,940,980.08
Capital Outlay						
61000 Land	\$0.00	\$380,000.00	\$380,000.00	\$0.00	\$380,000.00	\$380,000.00
61700 Land Improvements	\$0.00	\$0.00	\$0.00	\$1,500,000.00	\$0.00	\$1,500,000.00
62000 Buildings and Improvement of Buildings	\$4,368,486.00	\$539,050.00	\$4,907,536.00	\$4,368,489.00	\$539,050.00	\$4,907,539.00
62100 Architect/Engineering Fees	\$0.00	\$0.00	\$0.00	\$340,533.00	\$0.00	\$340,533.00
62350 Energy Analysis Fee	\$71,000.00	\$0.00	\$71,000.00	\$74,000.00	\$0.00	\$74,000.00
62400 Preliminary Tests	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
64000 Equipment	\$9,000.00	\$308,148.00	\$317,148.00	\$700,341.00	\$469,151.00	\$1,169,492.00
Total Capital Outlay	\$4,448,486.00	\$1,227,198.00	\$5,675,684.00	\$6,983,363.00	\$1,388,201.00	\$8,371,564.00
Other Outgo						
71420 Other Tuition, Excess Costs, and/or Deficits Payments to COE	\$764,019.00	\$0.00	\$764,019.00	\$764,019.00	\$0.00	\$764,019.00
74380 Debt Service - Interest	\$323,251.00	\$0.00	\$323,251.00	\$323,251.00	\$0.00	\$323,251.00
74390 Other Debt Service - Principal	\$471,373.00	\$0.00	\$471,373.00	\$471,373.00	\$0.00	\$471,373.00
Total Other Outgo	\$1,558,643.00	\$0.00	\$1,558,643.00	\$1,558,643.00	\$0.00	\$1,558,643.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Direct Support/Indirect Costs						
73100 Transfers of Indirect Costs	(\$1,118,610.46)	\$1,118,610.46	\$0.00	(\$1,128,898.46)	\$1,186,235.46	\$57,337.00
73500 Transfers of Indirect Costs - Interfund	(\$231,181.00)	\$0.00	(\$231,181.00)	(\$231,181.00)	\$0.00	(\$231,181.00)
Total Direct Support/Indirect Costs	(\$1,349,791.46)	\$1,118,610.46	(\$231,181.00)	(\$1,360,079.46)	\$1,186,235.46	(\$173,844.00)
Total Expenditures	\$64,648,249.03	\$33,718,514.96	\$98,366,763.99	\$68,915,618.71	\$36,591,074.48	\$105,506,693.19
Excess (Deficiency) of Revenues	\$3,288,263.97	(\$9,651,542.96)	(\$6,363,278.99)	(\$272,329.71)	(\$11,710,835.54)	(\$11,983,165.25)
Other Financing Sources/Uses						
Transfers In						
89190 Other Authorized Interfund Transfers In	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Transfers In	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contributions						
89800 Contributions from Unrestricted Resources	(\$6,043,793.50)	\$6,043,793.50	\$0.00	(\$6,036,254.50)	\$6,043,793.50	\$7,539.00
89900 Contributions from Restricted Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Contributions	(\$6,043,793.50)	\$6,043,793.50	\$0.00	(\$6,036,254.50)	\$6,043,793.50	\$7,539.00
Total Other Financing Sources/Uses	(\$6,043,793.50)	\$6,043,793.50	\$0.00	(\$6,036,254.50)	\$6,043,793.50	\$7,539.00
Net Increase (Decrease) in Fund	(\$2,755,529.53)	(\$3,607,749.46)	(\$6,363,278.99)	(\$6,308,584.21)	(\$5,667,042.04)	(\$11,975,626.25)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$62,147,312.65	\$13,250,455.21	\$75,397,767.86	\$62,147,312.65	\$13,250,455.21	\$75,397,767.86
91110 Fair Value Adjustment to Cash in County Treasury	(\$317,081.45)	\$0.00	(\$317,081.45)	(\$317,081.45)	\$0.00	(\$317,081.45)
91300 Revolving Cash Account	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00
92000 Accounts Receivable	\$499,133.04	\$5,151,899.77	\$5,651,032.81	\$499,133.04	\$5,151,899.77	\$5,651,032.81
92004 Due From Employees - Payroll Corrections	\$5,563.81	\$0.00	\$5,563.81	\$5,563.81	\$0.00	\$5,563.81
92009 County Wide Receivable - by COE	\$103,406.11	\$626,546.92	\$729,953.03	\$103,406.11	\$626,546.92	\$729,953.03
93100 Due From Other Funds	\$281,935.51	\$0.00	\$281,935.51	\$281,935.51	\$0.00	\$281,935.51
93200 Stores	\$123,361.54	\$0.00	\$123,361.54	\$123,361.54	\$0.00	\$123,361.54
93300 Prepaid Expenditures (Expenses)	\$0.00	\$4,587.50	\$4,587.50	\$0.00	\$4,587.50	\$4,587.50

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Total Assets	\$62,853,631.21	\$19,033,489.40	\$81,887,120.61	\$62,853,631.21	\$19,033,489.40	\$81,887,120.61
Liabilities						
95009 County Wide Liabilities - by COE	\$3,087,803.93	\$0.00	\$3,087,803.93	\$3,087,803.93	\$0.00	\$3,087,803.93
95010 Accounts Payable Clearing	\$532,967.99	\$1,175,496.88	\$1,708,464.87	\$532,967.99	\$1,175,496.88	\$1,708,464.87
95013 Deferred Wages Payable	\$1,534,842.07	\$0.00	\$1,534,842.07	\$1,534,842.07	\$0.00	\$1,534,842.07
95028 Retiree Benefits Payable	\$3,070.40	\$0.00	\$3,070.40	\$3,070.40	\$0.00	\$3,070.40
95030 Use Tax Payable	\$9,354.99	\$0.00	\$9,354.99	\$9,354.99	\$0.00	\$9,354.99
95050 Other Current Liabilities	\$1,452,092.53	\$0.00	\$1,452,092.53	\$1,452,092.53	\$0.00	\$1,452,092.53
95051 Outlawed Employee Refunds & Voluntary Deductions	\$16,472.30	\$0.00	\$16,472.30	\$16,472.30	\$0.00	\$16,472.30
96100 Due to Other Funds	\$11,251.77	\$0.00	\$11,251.77	\$11,251.77	\$0.00	\$11,251.77
96500 Unearned Revenue	\$128,851.85	\$445,273.66	\$574,125.51	\$128,851.85	\$445,273.66	\$574,125.51
Total Liabilities	\$6,776,707.83	\$1,620,770.54	\$8,397,478.37	\$6,776,707.83	\$1,620,770.54	\$8,397,478.37
Total Beginning Balance	\$56,076,923.38	\$17,412,718.86	\$73,489,642.24	\$56,076,923.38	\$17,412,718.86	\$73,489,642.24
Adjusted Beginning Balance	\$56,076,923.38	\$17,412,718.86	\$73,489,642.24	\$56,076,923.38	\$17,412,718.86	\$73,489,642.24
Ending Balance						
Assets						
91100 Cash in County Treasury	\$53,321,393.85	\$13,804,969.40	\$67,126,363.25	\$49,768,339.17	\$11,745,676.82	\$61,514,015.99
Total Assets	\$53,321,393.85	\$13,804,969.40	\$67,126,363.25	\$49,768,339.17	\$11,745,676.82	\$61,514,015.99
Total Ending Balance	\$53,321,393.85	\$13,804,969.40	\$67,126,363.25	\$49,768,339.17	\$11,745,676.82	\$61,514,015.99
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$7,089,510.90	\$3,762,539.94	\$10,852,050.84	\$7,089,510.90	\$3,762,539.94	\$10,852,050.84
Total Fund Balance, Nonspendable	\$7,089,510.90	\$3,762,539.94	\$10,852,050.84	\$7,089,510.90	\$3,762,539.94	\$10,852,050.84
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	(\$8,683,040.74)	(\$8,517,248.50)	(\$17,200,289.24)	(\$12,236,095.42)	(\$10,576,541.08)	(\$22,812,636.50)
97910 Beginning Fund Balance	\$56,076,923.38	\$17,412,718.86	\$73,489,642.24	\$56,076,923.38	\$17,412,718.86	\$73,489,642.24

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
010 General Fund						
Total Fund Balance, Unassigned	\$47,393,882.64	\$8,895,470.36	\$56,289,353.00	\$43,840,827.96	\$6,836,177.78	\$50,677,005.74
<u>Budgetary and Other Accounts</u>						
98100 Estimated Revenue	(\$62,604,219.50)	(\$30,273,468.44)	(\$92,877,687.94)	(\$62,604,219.50)	(\$30,273,468.44)	(\$92,877,687.94)
98200 Appropriations	\$68,531,730.71	\$35,182,967.48	\$103,714,698.19	\$68,531,730.71	\$35,182,967.48	\$103,714,698.19
98300 Encumbrances	(\$7,089,510.90)	(\$3,762,539.94)	(\$10,852,050.84)	(\$7,089,510.90)	(\$3,762,539.94)	(\$10,852,050.84)
Total Budgetary and Other Accounts	(\$1,161,999.69)	\$1,146,959.10	(\$15,040.59)	(\$1,161,999.69)	\$1,146,959.10	(\$15,040.59)
Total Components of Ending Fund Balance	\$53,321,393.85	\$13,804,969.40	\$67,126,363.25	\$49,768,339.17	\$11,745,676.82	\$61,514,015.99

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
080 Student Activity Special Revenue Fund						
Beginning Balance						
Assets						
91200 Cash in Bank(s)	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Total Assets	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Total Beginning Balance	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Adjusted Beginning Balance	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Total Assets	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Total Ending Balance	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Total Fund Balance, Unassigned	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91
Total Components of Ending Fund Balance	\$0.00	\$280,727.91	\$280,727.91	\$0.00	\$280,727.91	\$280,727.91

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
Revenues						
Federal Revenues						
82900 All Other Federal Revenue	\$0.00	\$51,010.00	\$51,010.00	\$0.00	\$51,010.00	\$51,010.00
Total Federal Revenues	\$0.00	\$51,010.00	\$51,010.00	\$0.00	\$51,010.00	\$51,010.00
Other State Revenues						
85900 All Other State Revenue	\$0.00	\$338,308.00	\$338,308.00	\$0.00	\$338,308.00	\$338,308.00
Total Other State Revenues	\$0.00	\$338,308.00	\$338,308.00	\$0.00	\$338,308.00	\$338,308.00
Total Revenues	\$0.00	\$389,318.00	\$389,318.00	\$0.00	\$389,318.00	\$389,318.00
Expenditures						
Certificated Salaries						
11003 Teacher - Auxilary	\$0.00	\$123,400.00	\$123,400.00	\$0.00	\$123,400.00	\$123,400.00
13000 Certificated Supervisors and Administrators Salaries	\$0.00	\$18,442.00	\$18,442.00	\$0.00	\$18,442.00	\$18,442.00
Total Certificated Salaries	\$0.00	\$141,842.00	\$141,842.00	\$0.00	\$141,842.00	\$141,842.00
Classified Salaries						
22000 Classified Support Salaries	\$0.00	\$33,699.00	\$33,699.00	\$0.00	\$33,699.00	\$33,699.00
22003 Classified Support Salaries - Auxilary	\$0.00	\$500.00	\$500.00	\$0.00	\$500.00	\$500.00
24000 Clerical, Technical and Office Staff Salaries	\$0.00	\$37,276.00	\$37,276.00	\$0.00	\$37,276.00	\$37,276.00
24002 Substitute Clerical, Technical & Office Staff	\$0.00	\$500.00	\$500.00	\$0.00	\$500.00	\$500.00
24003 Clerical, Technical & Office - Auxilary	\$0.00	\$150.00	\$150.00	\$0.00	\$150.00	\$150.00
Total Classified Salaries	\$0.00	\$72,125.00	\$72,125.00	\$0.00	\$72,125.00	\$72,125.00
Employee Benefits						
31010 State Teachers' Retirement System, certificated positions	\$0.00	\$40,127.00	\$40,127.00	\$0.00	\$40,127.00	\$40,127.00
32020 Public Employees' Retirement System, classified positions	\$0.00	\$19,000.00	\$19,000.00	\$0.00	\$19,000.00	\$19,000.00
33013 Medicare, Certificated Positions	\$0.00	\$2,058.00	\$2,058.00	\$0.00	\$2,058.00	\$2,058.00
33022 OASDI, classified positions	\$0.00	\$4,509.00	\$4,509.00	\$0.00	\$4,509.00	\$4,509.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
33023 Medicare, classified positions	\$0.00	\$1,046.00	\$1,046.00	\$0.00	\$1,046.00	\$1,046.00
34010 Health & Welfare Benefits, certificated positions	\$0.00	\$2,109.00	\$2,109.00	\$0.00	\$2,109.00	\$2,109.00
34020 Health & Welfare Benefits, classified positions	\$0.00	\$31,546.00	\$31,546.00	\$0.00	\$31,546.00	\$31,546.00
35010 State Unemployment Insurance, certificated positions	\$0.00	\$74.00	\$74.00	\$0.00	\$74.00	\$74.00
35020 State Unemployment Insurance, classified positions	\$0.00	\$39.00	\$39.00	\$0.00	\$39.00	\$39.00
36010 Worker's Compensation Insurance, certificated positions	\$0.00	\$5,371.00	\$5,371.00	\$0.00	\$5,371.00	\$5,371.00
36020 Worker's Compensation Insurance, classified positions	\$0.00	\$2,733.00	\$2,733.00	\$0.00	\$2,733.00	\$2,733.00
37010 OPEB, Allocated, certificated positions	\$0.00	\$1,429.00	\$1,429.00	\$0.00	\$1,429.00	\$1,429.00
37020 OPEB, Allocated, classified positions	\$0.00	\$722.00	\$722.00	\$0.00	\$722.00	\$722.00
Total Employee Benefits	\$0.00	\$110,763.00	\$110,763.00	\$0.00	\$110,763.00	\$110,763.00
Books and Supplies						
42000 Books and Other Reference Materials	\$0.00	\$500.00	\$500.00	\$0.00	\$500.00	\$500.00
43000 Materials and Supplies	\$0.00	\$3,365.00	\$3,365.00	\$0.00	\$3,365.00	\$3,365.00
Total Books and Supplies	\$0.00	\$3,865.00	\$3,865.00	\$0.00	\$3,865.00	\$3,865.00
Services, Other Operating Expenses						
52000 Travel and Conferences	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$3,000.00
53000 Dues and Memberships	\$0.00	\$100.00	\$100.00	\$0.00	\$100.00	\$100.00
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$41,194.00	\$41,194.00	\$0.00	\$41,194.00	\$41,194.00
Total Services, Other Operating Expenses	\$0.00	\$44,294.00	\$44,294.00	\$0.00	\$44,294.00	\$44,294.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	\$0.00	\$16,429.00	\$16,429.00	\$0.00	\$16,429.00	\$16,429.00
Total Direct Support/Indirect Costs	\$0.00	\$16,429.00	\$16,429.00	\$0.00	\$16,429.00	\$16,429.00
Total Expenditures	\$0.00	\$389,318.00	\$389,318.00	\$0.00	\$389,318.00	\$389,318.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
91100 Cash in County Treasury	\$112,367.80	(\$26,244.14)	\$86,123.66	\$112,367.80	(\$26,244.14)	\$86,123.66
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$362.19)	(\$362.19)	\$0.00	(\$362.19)	(\$362.19)
92000 Accounts Receivable	\$0.00	\$27,661.97	\$27,661.97	\$0.00	\$27,661.97	\$27,661.97
93300 Prepaid Expenditures (Expenses)	\$0.00	\$13,066.67	\$13,066.67	\$0.00	\$13,066.67	\$13,066.67
Total Assets	\$112,367.80	\$14,122.31	\$126,490.11	\$112,367.80	\$14,122.31	\$126,490.11
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$1,920.00	\$1,920.00	\$0.00	\$1,920.00	\$1,920.00
95050 Other Current Liabilities	\$4,334.52	\$0.00	\$4,334.52	\$4,334.52	\$0.00	\$4,334.52
96100 Due to Other Funds	\$107,133.28	\$0.00	\$107,133.28	\$107,133.28	\$0.00	\$107,133.28
Total Liabilities	\$111,467.80	\$1,920.00	\$113,387.80	\$111,467.80	\$1,920.00	\$113,387.80
Total Beginning Balance	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31
Adjusted Beginning Balance	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31
Ending Balance						
Assets						
91100 Cash in County Treasury	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31
Total Assets	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31
Total Ending Balance	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fund Balance, Nonspendable	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31
Total Fund Balance, Unassigned	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31
Budgetary and Other Accounts						

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by Fund

	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
110 Adult Education Fund						
98100 Estimated Revenue	\$0.00	(\$389,318.00)	(\$389,318.00)	\$0.00	(\$389,318.00)	(\$389,318.00)
98200 Appropriations	\$0.00	\$389,318.00	\$389,318.00	\$0.00	\$389,318.00	\$389,318.00
98300 Encumbrances	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$900.00	\$12,202.31	\$13,102.31	\$900.00	\$12,202.31	\$13,102.31

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
Revenues						
Other State Revenues						
85900 All Other State Revenue	\$0.00	\$2,674,579.00	\$2,674,579.00	\$0.00	\$2,700,107.73	\$2,700,107.73
Total Other State Revenues	\$0.00	\$2,674,579.00	\$2,674,579.00	\$0.00	\$2,700,107.73	\$2,700,107.73
Total Revenues	\$0.00	\$2,674,579.00	\$2,674,579.00	\$0.00	\$2,700,107.73	\$2,700,107.73
Expenditures						
Certificated Salaries						
11000 Certificated Teachers` Salaries	\$0.00	\$72,883.00	\$72,883.00	\$0.00	\$72,883.00	\$72,883.00
12000 Certificated Pupil Support Salaries	\$0.00	\$97,589.00	\$97,589.00	\$0.00	\$97,589.00	\$97,589.00
13000 Certificated Supervisors and Administrators Salaries	\$0.00	\$169,661.00	\$169,661.00	\$0.00	\$169,661.00	\$169,661.00
19000 Other Certificated Salaries	\$0.00	\$212,762.00	\$212,762.00	\$0.00	\$212,762.00	\$212,762.00
Total Certificated Salaries	\$0.00	\$552,895.00	\$552,895.00	\$0.00	\$552,895.00	\$552,895.00
Classified Salaries						
22000 Classified Support Salaries	\$0.00	\$566,826.00	\$566,826.00	\$0.00	\$566,826.00	\$566,826.00
22002 Substitute Classified Support	\$0.00	\$17,000.00	\$17,000.00	\$0.00	\$17,000.00	\$17,000.00
22003 Classified Support Salaries - Auxilary	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00
24000 Clerical, Technical and Office Staff Salaries	\$0.00	\$52,776.00	\$52,776.00	\$0.00	\$52,776.00	\$52,776.00
24002 Substitute Clerical, Technical & Office Staff	\$0.00	\$500.00	\$500.00	\$0.00	\$500.00	\$500.00
24003 Clerical, Technical & Office - Auxilary	\$0.00	\$253.00	\$253.00	\$0.00	\$253.00	\$253.00
29000 Other Classified Salaries	\$0.00	\$392,656.00	\$392,656.00	\$0.00	\$392,656.00	\$392,656.00
29002 Substitute Other Classified	\$0.00	\$7,100.00	\$7,100.00	\$0.00	\$7,100.00	\$7,100.00
29003 Work Study Stipends	\$0.00	\$3,800.00	\$3,800.00	\$0.00	\$3,800.00	\$3,800.00
Total Classified Salaries	\$0.00	\$1,050,911.00	\$1,050,911.00	\$0.00	\$1,050,911.00	\$1,050,911.00
Employee Benefits						
31010 State Teachers` Retirement System, certificated positions	\$0.00	\$119,487.00	\$119,487.00	\$0.00	\$119,487.00	\$119,487.00
31020 State Teachers` Retirement System, classified positions	\$0.00	\$4,852.00	\$4,852.00	\$0.00	\$4,852.00	\$4,852.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
32020 Public Employees' Retirement System, classified positions	\$0.00	\$274,245.00	\$274,245.00	\$0.00	\$274,245.00	\$274,245.00
33013 Medicare, Certificated Positions	\$0.00	\$8,017.00	\$8,017.00	\$0.00	\$8,017.00	\$8,017.00
33022 OASDI, classified positions	\$0.00	\$65,153.00	\$65,153.00	\$0.00	\$65,153.00	\$65,153.00
33023 Medicare, classified positions	\$0.00	\$15,244.00	\$15,244.00	\$0.00	\$15,244.00	\$15,244.00
34010 Health & Welfare Benefits, certificated positions	\$0.00	\$83,943.00	\$83,943.00	\$0.00	\$83,943.00	\$83,943.00
34020 Health & Welfare Benefits, classified positions	\$0.00	\$209,768.00	\$209,768.00	\$0.00	\$209,768.00	\$209,768.00
35010 State Unemployment Insurance, certificated positions	\$0.00	\$277.00	\$277.00	\$0.00	\$277.00	\$277.00
35020 State Unemployment Insurance, classified positions	\$0.00	\$535.00	\$535.00	\$0.00	\$535.00	\$535.00
36010 Worker's Compensation Insurance, certificated positions	\$0.00	\$20,953.00	\$20,953.00	\$0.00	\$20,953.00	\$20,953.00
36020 Worker's Compensation Insurance, classified positions	\$0.00	\$39,829.00	\$39,829.00	\$0.00	\$39,829.00	\$39,829.00
37010 OPEB, Allocated, certificated positions	\$0.00	\$5,529.00	\$5,529.00	\$0.00	\$5,529.00	\$5,529.00
37020 OPEB, Allocated, classified positions	\$0.00	\$10,508.00	\$10,508.00	\$0.00	\$10,508.00	\$10,508.00
Total Employee Benefits	\$0.00	\$858,340.00	\$858,340.00	\$0.00	\$858,340.00	\$858,340.00
Books and Supplies						
42000 Books and Other Reference Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$7,067.00	\$7,067.00
43000 Materials and Supplies	\$0.00	\$13,130.00	\$13,130.00	\$0.00	\$66,682.73	\$66,682.73
44000 Non-Capitalized Equipment	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$15,000.00	\$15,000.00
Total Books and Supplies	\$0.00	\$16,130.00	\$16,130.00	\$0.00	\$88,749.73	\$88,749.73
Services, Other Operating Expenses						
52000 Travel and Conferences	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$3,000.00
53000 Dues and Memberships	\$0.00	\$625.00	\$625.00	\$0.00	\$625.00	\$625.00
55003 Water/Sewer	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$2,500.00	\$2,500.00
55006 Garbage	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$0.00	\$500.00	\$500.00	\$0.00	\$500.00	\$500.00
57503 Transfers of Direct Costs - Interfund - Transportation	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$2,000.00	\$2,000.00
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$8,040.00	\$8,040.00	\$0.00	\$8,040.00	\$8,040.00
59003 Communications - Telephone	\$0.00	\$3,075.00	\$3,075.00	\$0.00	\$3,075.00	\$3,075.00
59004 Communications - Postage	\$0.00	\$700.00	\$700.00	\$0.00	\$700.00	\$700.00
Total Services, Other Operating Expenses	\$0.00	\$30,440.00	\$30,440.00	\$0.00	\$30,440.00	\$30,440.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
Capital Outlay						
64000 Equipment	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$35,000.00	\$35,000.00
Total Capital Outlay	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$35,000.00	\$35,000.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	\$0.00	\$130,863.00	\$130,863.00	\$0.00	\$130,863.00	\$130,863.00
Total Direct Support/Indirect Costs	\$0.00	\$130,863.00	\$130,863.00	\$0.00	\$130,863.00	\$130,863.00
Total Expenditures	\$0.00	\$2,674,579.00	\$2,674,579.00	\$0.00	\$2,747,198.73	\$2,747,198.73
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	(\$47,091.00)	(\$47,091.00)
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	(\$47,091.00)	(\$47,091.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$72,927.31	\$1,415,320.94	\$1,488,248.25	\$72,927.31	\$1,415,320.94	\$1,488,248.25
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$6,258.75)	(\$6,258.75)	\$0.00	(\$6,258.75)	(\$6,258.75)
92000 Accounts Receivable	\$0.00	\$458,374.16	\$458,374.16	\$0.00	\$458,374.16	\$458,374.16
Total Assets	\$72,927.31	\$1,867,436.35	\$1,940,363.66	\$72,927.31	\$1,867,436.35	\$1,940,363.66
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$29,698.21	\$29,698.21	\$0.00	\$29,698.21	\$29,698.21
95050 Other Current Liabilities	\$10,816.84	\$0.00	\$10,816.84	\$10,816.84	\$0.00	\$10,816.84
96100 Due to Other Funds	\$62,110.47	\$0.00	\$62,110.47	\$62,110.47	\$0.00	\$62,110.47
96500 Unearned Revenue	\$0.00	\$97,435.87	\$97,435.87	\$0.00	\$97,435.87	\$97,435.87
Total Liabilities	\$72,927.31	\$127,134.08	\$200,061.39	\$72,927.31	\$127,134.08	\$200,061.39
Total Beginning Balance	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,740,302.27	\$1,740,302.27
Adjusted Beginning Balance	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,740,302.27	\$1,740,302.27
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,693,211.27	\$1,693,211.27

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
120 Child Development Fund						
Total Assets	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,693,211.27	\$1,693,211.27
Total Ending Balance	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,693,211.27	\$1,693,211.27
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$57,295.90	\$57,295.90	\$0.00	\$57,295.90	\$57,295.90
Total Fund Balance, Nonspendable	\$0.00	\$57,295.90	\$57,295.90	\$0.00	\$57,295.90	\$57,295.90
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	\$0.00	\$0.00	\$0.00	(\$47,091.00)	(\$47,091.00)
97910 Beginning Fund Balance	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,740,302.27	\$1,740,302.27
Total Fund Balance, Unassigned	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,693,211.27	\$1,693,211.27
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$2,700,107.73)	(\$2,700,107.73)	\$0.00	(\$2,700,107.73)	(\$2,700,107.73)
98200 Appropriations	\$0.00	\$2,700,107.73	\$2,700,107.73	\$0.00	\$2,700,107.73	\$2,700,107.73
98300 Encumbrances	\$0.00	(\$57,295.90)	(\$57,295.90)	\$0.00	(\$57,295.90)	(\$57,295.90)
Total Budgetary and Other Accounts	\$0.00	(\$57,295.90)	(\$57,295.90)	\$0.00	(\$57,295.90)	(\$57,295.90)
Total Components of Ending Fund Balance	\$0.00	\$1,740,302.27	\$1,740,302.27	\$0.00	\$1,693,211.27	\$1,693,211.27

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Revenues						
Federal Revenues						
82200 Child Nutrition Programs	\$0.00	\$4,453,813.00	\$4,453,813.00	\$0.00	\$4,453,813.00	\$4,453,813.00
Total Federal Revenues	\$0.00	\$4,453,813.00	\$4,453,813.00	\$0.00	\$4,453,813.00	\$4,453,813.00
Other State Revenues						
85200 Child Nutrition	\$0.00	\$948,600.00	\$948,600.00	\$0.00	\$948,600.00	\$948,600.00
85900 All Other State Revenue	\$0.00	\$272.00	\$272.00	\$0.00	\$272.00	\$272.00
Total Other State Revenues	\$0.00	\$948,872.00	\$948,872.00	\$0.00	\$948,872.00	\$948,872.00
Other Local Revenues						
86340 Food Service Sales	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$25,000.00
Total Other Local Revenues	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$25,000.00
Total Revenues	\$0.00	\$5,427,685.00	\$5,427,685.00	\$0.00	\$5,427,685.00	\$5,427,685.00
Expenditures						
Certificated Salaries						
13000 Certificated Supervisors and Administrators Salaries	\$0.00	\$20,382.00	\$20,382.00	\$0.00	\$20,382.00	\$20,382.00
Total Certificated Salaries	\$0.00	\$20,382.00	\$20,382.00	\$0.00	\$20,382.00	\$20,382.00
Classified Salaries						
22000 Classified Support Salaries	\$0.00	\$1,030,296.00	\$1,030,296.00	\$0.00	\$1,030,296.00	\$1,030,296.00
22002 Substitute Classified Support	\$0.00	\$72,000.00	\$72,000.00	\$0.00	\$72,000.00	\$72,000.00
22003 Classified Support Salaries - Auxiliary	\$0.00	\$33,000.00	\$33,000.00	\$0.00	\$33,000.00	\$33,000.00
23000 Classified Supervisors' and Administrators' Salaries	\$0.00	\$176,933.00	\$176,933.00	\$0.00	\$176,933.00	\$176,933.00
24000 Clerical, Technical and Office Staff Salaries	\$0.00	\$61,801.00	\$61,801.00	\$0.00	\$61,801.00	\$61,801.00
24002 Substitute Clerical, Technical & Office Staff	\$0.00	\$8,400.00	\$8,400.00	\$0.00	\$8,400.00	\$8,400.00
24003 Clerical, Technical & Office - Auxiliary	\$0.00	\$1,020.00	\$1,020.00	\$0.00	\$1,020.00	\$1,020.00
Total Classified Salaries	\$0.00	\$1,383,450.00	\$1,383,450.00	\$0.00	\$1,383,450.00	\$1,383,450.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Employee Benefits						
31010 State Teachers' Retirement System, certificated positions	\$0.00	\$4,165.00	\$4,165.00	\$0.00	\$4,165.00	\$4,165.00
32020 Public Employees' Retirement System, classified positions	\$0.00	\$271,745.00	\$271,745.00	\$0.00	\$271,745.00	\$271,745.00
33013 Medicare, Certificated Positions	\$0.00	\$296.00	\$296.00	\$0.00	\$296.00	\$296.00
33022 OASDI, classified positions	\$0.00	\$100,364.00	\$100,364.00	\$0.00	\$100,364.00	\$100,364.00
33023 Medicare, classified positions	\$0.00	\$20,210.00	\$20,210.00	\$0.00	\$20,210.00	\$20,210.00
34010 Health & Welfare Benefits, certificated positions	\$0.00	\$1,866.00	\$1,866.00	\$0.00	\$1,866.00	\$1,866.00
34020 Health & Welfare Benefits, classified positions	\$0.00	\$277,817.00	\$277,817.00	\$0.00	\$277,817.00	\$277,817.00
35010 State Unemployment Insurance, certificated positions	\$0.00	\$10.00	\$10.00	\$0.00	\$10.00	\$10.00
35020 State Unemployment Insurance, classified positions	\$0.00	\$800.00	\$800.00	\$0.00	\$800.00	\$800.00
36010 Worker's Compensation Insurance, certificated positions	\$0.00	\$772.00	\$772.00	\$0.00	\$772.00	\$772.00
36020 Worker's Compensation Insurance, classified positions	\$0.00	\$52,607.00	\$52,607.00	\$0.00	\$52,607.00	\$52,607.00
37010 OPEB, Allocated, certificated positions	\$0.00	\$204.00	\$204.00	\$0.00	\$204.00	\$204.00
37020 OPEB, Allocated, classified positions	\$0.00	\$13,825.00	\$13,825.00	\$0.00	\$13,825.00	\$13,825.00
Total Employee Benefits	\$0.00	\$744,681.00	\$744,681.00	\$0.00	\$744,681.00	\$744,681.00
Books and Supplies						
43000 Materials and Supplies	\$0.00	\$220,000.00	\$220,000.00	\$0.00	\$220,000.00	\$220,000.00
44000 Non-Capitalized Equipment	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$35,000.00	\$35,000.00
47000 Food	\$0.00	\$3,128,694.00	\$3,128,694.00	\$0.00	\$3,128,694.00	\$3,128,694.00
Total Books and Supplies	\$0.00	\$3,383,694.00	\$3,383,694.00	\$0.00	\$3,383,694.00	\$3,383,694.00
Services, Other Operating Expenses						
52000 Travel and Conferences	\$0.00	\$8,000.00	\$8,000.00	\$0.00	\$8,000.00	\$8,000.00
53000 Dues and Memberships	\$0.00	\$4,500.00	\$4,500.00	\$0.00	\$4,500.00	\$4,500.00
56000 Rentals, Leases, Repairs and Non-Capitalized Improvements	\$0.00	\$167,160.00	\$167,160.00	\$0.00	\$167,160.00	\$167,160.00
57100 Transfers of Direct and Support Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
57504 Transfers of Direct Costs - Interfund - Printing	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$2,500.00	\$2,500.00
58000 Professional/Consulting Services and Operating Expenditures	\$0.00	\$99,750.00	\$99,750.00	\$0.00	\$99,750.00	\$99,750.00
59003 Communications - Telephone	\$0.00	\$3,360.00	\$3,360.00	\$0.00	\$3,360.00	\$3,360.00
59004 Communications - Postage	\$0.00	\$400.00	\$400.00	\$0.00	\$400.00	\$400.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
Total Services, Other Operating Expenses	\$0.00	\$285,670.00	\$285,670.00	\$0.00	\$285,670.00	\$285,670.00
Capital Outlay						
64000 Equipment	\$0.00	\$235,000.00	\$235,000.00	\$0.00	\$190,000.00	\$190,000.00
Total Capital Outlay	\$0.00	\$235,000.00	\$235,000.00	\$0.00	\$190,000.00	\$190,000.00
Direct Support/Indirect Costs						
73500 Transfers of Indirect Costs - Interfund	\$0.00	\$83,889.00	\$83,889.00	\$0.00	\$83,889.00	\$83,889.00
Total Direct Support/Indirect Costs	\$0.00	\$83,889.00	\$83,889.00	\$0.00	\$83,889.00	\$83,889.00
Total Expenditures	\$0.00	\$6,136,766.00	\$6,136,766.00	\$0.00	\$6,091,766.00	\$6,091,766.00
Excess (Deficiency) of Revenues	\$0.00	(\$709,081.00)	(\$709,081.00)	\$0.00	(\$664,081.00)	(\$664,081.00)
Net Increase (Decrease) in Fund	\$0.00	(\$709,081.00)	(\$709,081.00)	\$0.00	(\$664,081.00)	(\$664,081.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$37,548.48	\$2,692,151.07	\$2,729,699.55	\$37,548.48	\$2,692,151.07	\$2,729,699.55
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$11,479.61)	(\$11,479.61)	\$0.00	(\$11,479.61)	(\$11,479.61)
92000 Accounts Receivable	\$0.00	\$1,783,571.75	\$1,783,571.75	\$0.00	\$1,783,571.75	\$1,783,571.75
93100 Due From Other Funds	\$12,085.52	\$0.00	\$12,085.52	\$12,085.52	\$0.00	\$12,085.52
93200 Stores	\$0.00	\$54,747.30	\$54,747.30	\$0.00	\$54,747.30	\$54,747.30
Total Assets	\$49,634.00	\$4,518,990.51	\$4,568,624.51	\$49,634.00	\$4,518,990.51	\$4,568,624.51
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$40,060.94	\$40,060.94	\$0.00	\$40,060.94	\$40,060.94
95050 Other Current Liabilities	\$24,478.99	\$0.00	\$24,478.99	\$24,478.99	\$0.00	\$24,478.99
96100 Due to Other Funds	\$25,155.01	\$0.00	\$25,155.01	\$25,155.01	\$0.00	\$25,155.01
Total Liabilities	\$49,634.00	\$40,060.94	\$89,694.94	\$49,634.00	\$40,060.94	\$89,694.94
Total Beginning Balance	\$0.00	\$4,478,929.57	\$4,478,929.57	\$0.00	\$4,478,929.57	\$4,478,929.57
Adjusted Beginning Balance	\$0.00	\$4,478,929.57	\$4,478,929.57	\$0.00	\$4,478,929.57	\$4,478,929.57
Ending Balance						

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by Fund

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
130 Cafeteria Special Revenue Fund						
<u>Assets</u>						
91100 Cash in County Treasury	\$0.00	\$3,769,848.57	\$3,769,848.57	\$0.00	\$3,814,848.57	\$3,814,848.57
Total Assets	\$0.00	\$3,769,848.57	\$3,769,848.57	\$0.00	\$3,814,848.57	\$3,814,848.57
Total Ending Balance	\$0.00	\$3,769,848.57	\$3,769,848.57	\$0.00	\$3,814,848.57	\$3,814,848.57
<u>Components of Ending Fund Balance</u>						
<u>Fund Balance, Nonspendable</u>						
97200 Reserve for Encumbrances	\$0.00	\$2,655,614.52	\$2,655,614.52	\$0.00	\$2,655,614.52	\$2,655,614.52
Total Fund Balance, Nonspendable	\$0.00	\$2,655,614.52	\$2,655,614.52	\$0.00	\$2,655,614.52	\$2,655,614.52
<u>Fund Balance, Unassigned</u>						
97900 Undesignated/Unappropriated	\$0.00	(\$1,373,162.00)	(\$1,373,162.00)	\$0.00	(\$1,328,162.00)	(\$1,328,162.00)
97910 Beginning Fund Balance	\$0.00	\$4,478,929.57	\$4,478,929.57	\$0.00	\$4,478,929.57	\$4,478,929.57
Total Fund Balance, Unassigned	\$0.00	\$3,105,767.57	\$3,105,767.57	\$0.00	\$3,150,767.57	\$3,150,767.57
<u>Budgetary and Other Accounts</u>						
98100 Estimated Revenue	\$0.00	(\$5,427,685.00)	(\$5,427,685.00)	\$0.00	(\$5,427,685.00)	(\$5,427,685.00)
98200 Appropriations	\$0.00	\$6,091,766.00	\$6,091,766.00	\$0.00	\$6,091,766.00	\$6,091,766.00
98300 Encumbrances	\$0.00	(\$2,655,614.52)	(\$2,655,614.52)	\$0.00	(\$2,655,614.52)	(\$2,655,614.52)
Total Budgetary and Other Accounts	\$0.00	(\$1,991,533.52)	(\$1,991,533.52)	\$0.00	(\$1,991,533.52)	(\$1,991,533.52)
Total Components of Ending Fund Balance	\$0.00	\$3,769,848.57	\$3,769,848.57	\$0.00	\$3,814,848.57	\$3,814,848.57

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
170 Special Reserve Fund for Other than Capital Outlay Projects						
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Total Assets	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Total Beginning Balance	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Adjusted Beginning Balance	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Total Assets	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Total Ending Balance	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Total Fund Balance, Unassigned	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69
Total Components of Ending Fund Balance	\$0.69	\$0.00	\$0.69	\$0.69	\$0.00	\$0.69

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
211 Building Fund #1						
Expenditures						
Capital Outlay						
61700 Land Improvements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
62000 Buildings and Improvement of Buildings	\$0.00	\$0.00	\$0.00	\$0.00	\$6,567,327.00	\$6,567,327.00
62100 Architect/Engineering Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$215,537.00	\$215,537.00
62400 Preliminary Tests	\$0.00	\$0.00	\$0.00	\$0.00	\$221,615.00	\$221,615.00
64000 Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$7,004,479.00	\$7,004,479.00
Total Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$7,004,479.00	\$7,004,479.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	(\$7,004,479.00)	(\$7,004,479.00)
Other Financing Sources/Uses						
Sources						
89510 Proceeds from Sale of Bonds	\$0.00	\$7,699.00	\$7,699.00	\$0.00	\$0.00	\$0.00
Total Sources	\$0.00	\$7,699.00	\$7,699.00	\$0.00	\$0.00	\$0.00
Total Other Financing Sources/Uses	\$0.00	\$7,699.00	\$7,699.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$7,699.00	\$7,699.00	\$0.00	(\$7,004,479.00)	(\$7,004,479.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$7,431,282.47	\$7,431,282.47	\$0.00	\$7,431,282.47	\$7,431,282.47
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$31,251.88)	(\$31,251.88)	\$0.00	(\$31,251.88)	(\$31,251.88)
Total Assets	\$0.00	\$7,400,030.59	\$7,400,030.59	\$0.00	\$7,400,030.59	\$7,400,030.59
Liabilities						
95010 Accounts Payable Clearing	\$0.00	\$149,654.01	\$149,654.01	\$0.00	\$149,654.01	\$149,654.01
Total Liabilities	\$0.00	\$149,654.01	\$149,654.01	\$0.00	\$149,654.01	\$149,654.01
Total Beginning Balance	\$0.00	\$7,250,376.58	\$7,250,376.58	\$0.00	\$7,250,376.58	\$7,250,376.58

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by Fund

	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
211 Building Fund #1						
Adjusted Beginning Balance	\$0.00	\$7,250,376.58	\$7,250,376.58	\$0.00	\$7,250,376.58	\$7,250,376.58
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$7,258,075.58	\$7,258,075.58	\$0.00	\$245,897.58	\$245,897.58
Total Assets	\$0.00	\$7,258,075.58	\$7,258,075.58	\$0.00	\$245,897.58	\$245,897.58
Total Ending Balance	\$0.00	\$7,258,075.58	\$7,258,075.58	\$0.00	\$245,897.58	\$245,897.58
Components of Ending Fund Balance						
Fund Balance, Nonspendable						
97200 Reserve for Encumbrances	\$0.00	\$6,964,855.97	\$6,964,855.97	\$0.00	\$6,964,855.97	\$6,964,855.97
Total Fund Balance, Nonspendable	\$0.00	\$6,964,855.97	\$6,964,855.97	\$0.00	\$6,964,855.97	\$6,964,855.97
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	(\$6,996,780.00)	(\$6,996,780.00)	\$0.00	(\$14,008,958.00)	(\$14,008,958.00)
97910 Beginning Fund Balance	\$0.00	\$7,250,376.58	\$7,250,376.58	\$0.00	\$7,250,376.58	\$7,250,376.58
Total Fund Balance, Unassigned	\$0.00	\$253,596.58	\$253,596.58	\$0.00	(\$6,758,581.42)	(\$6,758,581.42)
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
98200 Appropriations	\$0.00	\$7,004,479.00	\$7,004,479.00	\$0.00	\$7,004,479.00	\$7,004,479.00
98300 Encumbrances	\$0.00	(\$6,964,855.97)	(\$6,964,855.97)	\$0.00	(\$6,964,855.97)	(\$6,964,855.97)
Total Budgetary and Other Accounts	\$0.00	\$39,623.03	\$39,623.03	\$0.00	\$39,623.03	\$39,623.03
Total Components of Ending Fund Balance	\$0.00	\$7,258,075.58	\$7,258,075.58	\$0.00	\$245,897.58	\$245,897.58

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	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
212 Building Fund # 2						
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$92,189.65	\$92,189.65	\$0.00	\$92,189.65	\$92,189.65
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$387.70)	(\$387.70)	\$0.00	(\$387.70)	(\$387.70)
Total Assets	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Total Beginning Balance	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Adjusted Beginning Balance	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Total Assets	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Total Ending Balance	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Total Fund Balance, Unassigned	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95
Total Components of Ending Fund Balance	\$0.00	\$91,801.95	\$91,801.95	\$0.00	\$91,801.95	\$91,801.95

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
251 Developer Fees Fund						
Revenues						
Other Local Revenues						
86810 Mitigation/Developer Fees	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00	\$50,000.00
Total Other Local Revenues	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00	\$50,000.00
Total Revenues	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00	\$50,000.00
Expenditures						
Capital Outlay						
62000 Buildings and Improvement of Buildings	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00
Total Expenditures	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$88,370.50	\$373.21	\$88,743.71	\$88,370.50	\$373.21	\$88,743.71
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$373.21)	(\$373.21)	\$0.00	(\$373.21)	(\$373.21)
Total Assets	\$88,370.50	\$0.00	\$88,370.50	\$88,370.50	\$0.00	\$88,370.50
Liabilities						
96100 Due to Other Funds	\$88,370.50	\$0.00	\$88,370.50	\$88,370.50	\$0.00	\$88,370.50
Total Liabilities	\$88,370.50	\$0.00	\$88,370.50	\$88,370.50	\$0.00	\$88,370.50
Total Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Adjusted Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending Balance						
Assets						

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
251 Developer Fees Fund						
91100 Cash in County Treasury	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
Total Assets	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
Total Ending Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$100,000.00	\$100,000.00
Total Fund Balance, Unassigned	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$100,000.00	\$100,000.00
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$50,000.00)	(\$50,000.00)	\$0.00	(\$50,000.00)	(\$50,000.00)
98200 Appropriations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgetary and Other Accounts	\$0.00	(\$50,000.00)	(\$50,000.00)	\$0.00	(\$50,000.00)	(\$50,000.00)
Total Components of Ending Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
350 County School Facilities Fund - New Construction						
Expenditures						
Capital Outlay						
62000 Buildings and Improvement of Buildings	\$0.00	\$0.00	\$0.00	\$0.00	\$113.00	\$113.00
Total Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$113.00	\$113.00
Total Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$113.00	\$113.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	(\$113.00)	(\$113.00)
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	(\$113.00)	(\$113.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$867.07	\$867.07	\$0.00	\$867.07	\$867.07
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$3.65)	(\$3.65)	\$0.00	(\$3.65)	(\$3.65)
Total Assets	\$0.00	\$863.42	\$863.42	\$0.00	\$863.42	\$863.42
Total Beginning Balance	\$0.00	\$863.42	\$863.42	\$0.00	\$863.42	\$863.42
Adjusted Beginning Balance	\$0.00	\$863.42	\$863.42	\$0.00	\$863.42	\$863.42
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$863.42	\$863.42	\$0.00	\$750.42	\$750.42
Total Assets	\$0.00	\$863.42	\$863.42	\$0.00	\$750.42	\$750.42
Total Ending Balance	\$0.00	\$863.42	\$863.42	\$0.00	\$750.42	\$750.42
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	(\$113.00)	(\$113.00)	\$0.00	(\$226.00)	(\$226.00)
97910 Beginning Fund Balance	\$0.00	\$863.42	\$863.42	\$0.00	\$863.42	\$863.42
Total Fund Balance, Unassigned	\$0.00	\$750.42	\$750.42	\$0.00	\$637.42	\$637.42

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
350 County School Facilities Fund - New Construction						
<u>Budgetary and Other Accounts</u>						
98200 Appropriations	\$0.00	\$113.00	\$113.00	\$0.00	\$113.00	\$113.00
Total Budgetary and Other Accounts	\$0.00	\$113.00	\$113.00	\$0.00	\$113.00	\$113.00
Total Components of Ending Fund Balance	\$0.00	\$863.42	\$863.42	\$0.00	\$750.42	\$750.42

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by Fund

	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
Expenditures						
Capital Outlay						
62000 Buildings and Improvement of Buildings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
62100 Architect/Engineering Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$169,732.00	\$169,732.00
62400 Preliminary Tests	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
64000 Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$169,732.00	\$169,732.00
Total Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$169,732.00	\$169,732.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	(\$169,732.00)	(\$169,732.00)
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	(\$169,732.00)	(\$169,732.00)
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$230,628.54	\$230,628.54	\$0.00	\$230,628.54	\$230,628.54
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$969.90)	(\$969.90)	\$0.00	(\$969.90)	(\$969.90)
Total Assets	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$229,658.64	\$229,658.64
Total Beginning Balance	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$229,658.64	\$229,658.64
Adjusted Beginning Balance	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$229,658.64	\$229,658.64
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$59,926.64	\$59,926.64
Total Assets	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$59,926.64	\$59,926.64
Total Ending Balance	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$59,926.64	\$59,926.64
Components of Ending Fund Balance						
Fund Balance, Nonspendable						

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by Fund

	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
351 County School Facilities Fund - Modernization						
97200 Reserve for Encumbrances	\$0.00	\$169,731.99	\$169,731.99	\$0.00	\$169,731.99	\$169,731.99
Total Fund Balance, Nonspendable	\$0.00	\$169,731.99	\$169,731.99	\$0.00	\$169,731.99	\$169,731.99
Fund Balance, Unassigned						
97900 Undesignated/Unappropriated	\$0.00	(\$169,732.00)	(\$169,732.00)	\$0.00	(\$339,464.00)	(\$339,464.00)
97910 Beginning Fund Balance	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$229,658.64	\$229,658.64
Total Fund Balance, Unassigned	\$0.00	\$59,926.64	\$59,926.64	\$0.00	(\$109,805.36)	(\$109,805.36)
Budgetary and Other Accounts						
98200 Appropriations	\$0.00	\$169,732.00	\$169,732.00	\$0.00	\$169,732.00	\$169,732.00
98300 Encumbrances	\$0.00	(\$169,731.99)	(\$169,731.99)	\$0.00	(\$169,731.99)	(\$169,731.99)
Total Budgetary and Other Accounts	\$0.00	\$0.01	\$0.01	\$0.00	\$0.01	\$0.01
Total Components of Ending Fund Balance	\$0.00	\$229,658.64	\$229,658.64	\$0.00	\$59,926.64	\$59,926.64

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
400 Special Reserve Fund for Capital Outlay Projects						
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Total Assets	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Total Beginning Balance	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Adjusted Beginning Balance	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Total Assets	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Total Ending Balance	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Total Fund Balance, Unassigned	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05
Total Components of Ending Fund Balance	\$0.05	\$0.00	\$0.05	\$0.05	\$0.00	\$0.05

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
510 Bond Interest & Redemption Fund - #1						
Revenues						
Other Local Revenues						
86110 Voted Indebtedness Levies, Secured Roll	\$0.00	\$610,000.00	\$610,000.00	\$0.00	\$610,000.00	\$610,000.00
Total Other Local Revenues	\$0.00	\$610,000.00	\$610,000.00	\$0.00	\$610,000.00	\$610,000.00
Total Revenues	\$0.00	\$610,000.00	\$610,000.00	\$0.00	\$610,000.00	\$610,000.00
Expenditures						
Other Outgo						
74330 Bond Redemptions	\$0.00	\$610,000.00	\$610,000.00	\$0.00	\$610,000.00	\$610,000.00
Total Other Outgo	\$0.00	\$610,000.00	\$610,000.00	\$0.00	\$610,000.00	\$610,000.00
Total Expenditures	\$0.00	\$610,000.00	\$610,000.00	\$0.00	\$610,000.00	\$610,000.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$1,343,123.57	\$1,343,123.57	\$0.00	\$1,343,123.57	\$1,343,123.57
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$5,648.44)	(\$5,648.44)	\$0.00	(\$5,648.44)	(\$5,648.44)
Total Assets	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13
Total Beginning Balance	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13
Adjusted Beginning Balance	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13
Total Assets	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13
Total Ending Balance	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
510 Bond Interest & Redemption Fund - #1						
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13
Total Fund Balance, Unassigned	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$610,000.00)	(\$610,000.00)	\$0.00	(\$610,000.00)	(\$610,000.00)
98200 Appropriations	\$0.00	\$610,000.00	\$610,000.00	\$0.00	\$610,000.00	\$610,000.00
Total Budgetary and Other Accounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$1,337,475.13	\$1,337,475.13	\$0.00	\$1,337,475.13	\$1,337,475.13

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	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
511 Bond Interest & Redemption Fund - #2						
Revenues						
Other Local Revenues						
86110 Voted Indebtedness Levies, Secured Roll	\$0.00	\$757,844.00	\$757,844.00	\$0.00	\$757,844.00	\$757,844.00
Total Other Local Revenues	\$0.00	\$757,844.00	\$757,844.00	\$0.00	\$757,844.00	\$757,844.00
Total Revenues	\$0.00	\$757,844.00	\$757,844.00	\$0.00	\$757,844.00	\$757,844.00
Expenditures						
Other Outgo						
74330 Bond Redemptions	\$0.00	\$175,000.00	\$175,000.00	\$0.00	\$175,000.00	\$175,000.00
74340 Bond Interest and Other Service Charges	\$0.00	\$582,844.00	\$582,844.00	\$0.00	\$582,844.00	\$582,844.00
Total Other Outgo	\$0.00	\$757,844.00	\$757,844.00	\$0.00	\$757,844.00	\$757,844.00
Total Expenditures	\$0.00	\$757,844.00	\$757,844.00	\$0.00	\$757,844.00	\$757,844.00
Excess (Deficiency) of Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Net Increase (Decrease) in Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Beginning Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$896,819.43	\$896,819.43	\$0.00	\$896,819.43	\$896,819.43
91110 Fair Value Adjustment to Cash in County Treasury	\$0.00	(\$3,771.53)	(\$3,771.53)	\$0.00	(\$3,771.53)	(\$3,771.53)
Total Assets	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90
Total Beginning Balance	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90
Adjusted Beginning Balance	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90
Ending Balance						
Assets						
91100 Cash in County Treasury	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90
Total Assets	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90

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by Fund

	2026 - 2027 Approved Thru 8/27/2026			2026 - 2027 Working Thru 8/27/2026		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
511 Bond Interest & Redemption Fund - #2						
Total Ending Balance	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90
Components of Ending Fund Balance						
Fund Balance, Unassigned						
97910 Beginning Fund Balance	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90
Total Fund Balance, Unassigned	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90
Budgetary and Other Accounts						
98100 Estimated Revenue	\$0.00	(\$757,844.00)	(\$757,844.00)	\$0.00	(\$757,844.00)	(\$757,844.00)
98200 Appropriations	\$0.00	\$757,844.00	\$757,844.00	\$0.00	\$757,844.00	\$757,844.00
Total Budgetary and Other Accounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Components of Ending Fund Balance	\$0.00	\$893,047.90	\$893,047.90	\$0.00	\$893,047.90	\$893,047.90

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVAL OF CHANGE ORDER PROPOSAL**

ATTACHMENTS: **CHANGE ORDER PROPOSAL**

FUNDING SOURCE: **GENERAL FUNDING**

DISCUSSION: During site preparation for the Orosi High School Tennis Courts project, geotechnical testing verified the existing in-situ base material met all structural load and compaction requirements. As a result, importing additional aggregate rock as specified in the original bid scope was no longer necessary.

This deductive change order provides a cost savings credit of \$39,768.75 back to the district while maintaining full structural integrity, engineering standards, and overall project quality.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Raffi Soghomonian, Director of
Facilities, Maintenance, Operations and Transportation*

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☒

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☐

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Change Order Proposal.

PROPOSED ACTION:

APPROVE

Item #: 5



Contract Change Order Proposal

Date: August 19, 2026	Change Order # 1
From: Beynon Sports Surfaces, Inc. 4668 N. Sonora Ave., Suite 101 Fresno, CA 93722 Phone: 1- 559-218-5583	To: Cutler-Orosi JUSD 12623 Ave 416 Orosi, CA 93647
Project: Orosi High School Tennis Courts	Contact: Raffi Sophomonian
	Phone: (559) 528-4763
	Fax:
Job # 2608-044	Email: rksoghomonian@cojUSD.org

Original Contract:	\$	1,357,826.00
Previous Change Orders:	\$	-
Current Change Order:	\$	(39,768.75)
Revised Contract Total:	\$	1,318,057.25

Change Order	Price
Credit for using existing base material in lieu of removing and installing 4" new baserock	\$ (37,500.00)
	\$
	\$
GC Mark-up on Subcontractor (5%)	\$ (1,875.00)
Bonding	(\$393.75)
TOTAL	\$ (39,768.75)

Notes/Exclusions:

Quote is valid for thirty (30) calendar days
The Contract Time will be increased by 6 days.

It is mutually agreed that for the above-referenced changes to take place, the original contract price will be adjusted by the above-referenced amount, which will become payable in accordance with the same terms and conditions as in the original contract or purchase order:

\$ (39,768.75)

If all the terms of this change order are acceptable please have an authorized representative sign the bottom of this document and return it to Beynon Fresno office, or as otherwise provided in the contract documents. Beynon will, in turn, provide a fully executed copy for your records. Once this document is fully executed, it will be considered a revision/modification to the original contract or purchase order.

Beynon Sports Surfaces, Inc.
Cutler-Orosi Joint Unified Sch Dist

Authorized Representative

Authorized Representative

Date

Date

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE OPERATIONS & MAINTENANCE AGREEMENT WITH SITELOGIQ INC.**

ATTACHMENTS: **AGREEMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: This agreement extends the district's partnership with SiteLogIQ to cover the new solar generation facility at the Aquatic Complex. Mirroring our existing district-wide agreement, this contract ensures support and system performance over a 10-year term. Key features of the agreement include:

- 10-Year Production Guarantee: Secures a 90% performance guarantee on overall solar energy generation.
- Full-Service Operations & Maintenance (O&M): Provides continuous system monitoring, routine maintenance of all components, and administration of ongoing manufacturer warranties.
- Panel Cleaning & Maintenance: Provides panel washing at least once per year (with additional cleanings scheduled) as needed to optimize performance.
- Performance Reporting: Delivers quarterly performance reports to track generation metrics against guaranteed targets.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Raffi Soghomonian, Director of Facilities, Maintenance, Operations and Transportation

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Operations and Maintenance Agreement.

PROPOSED ACTION:

APPROVE

Item #: 6

OPERATIONS & MAINTENANCE AGREEMENT COVER PAGE

Customer Name	Cutler-Orosi Joint Unified School District
Customer Address	12623 Avenue 416, Orosi CA 93647
Customer County	Tulare
Customer Type	Owner
Customer Contact	Yolanda Valdez
Customer Title	Superintendent
Version Date / Executed Date (when final)	
Number of Sites	1
Aggregate System Size (kW)	294.30
First Year O&M Fees (\$/Year)	\$5,297.00
Term of Agreement (Months)	120 Months
Performance Guarantee (%)	90%
First Year True-Up Fee (\$/kWh)	\$0.31
Escalation Rate (%/Year) Applied to O&M Fee and True-Up Fee	Economic price adjustments to match the annual percent change shown on The Consumer Price Index for All Urban Consumers (CPI-U); Western Region; All Items; not seasonally adjusted, (https://www.bls.gov/regions/west/news-release/consumerpriceindex_west.htm).).
Site Inspection Frequency	Annual

OPERATIONS & MAINTENANCE AGREEMENT

by and between

Cutler-Orosi Joint Unified School District

and

SitelogIQ, Inc.

1651 Response Rd., Suite 300

Sacramento, California 95815

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EXHIBITS

Exhibit A	Definitions
Exhibit B	System Services
Exhibit C	Insurance
Exhibit D	Sites and System Size
Exhibit E	Annual Energy Production Evaluation
Exhibit F	Rates for Additional Services

OPERATION AND MAINTENANCE AGREEMENT

This Operation and Maintenance Agreement (“Agreement”) is entered into as of the date listed on the Cover Page, between the Cutler-Orosi Joint Unified School District, organized and existing under the laws of the State of California (“Owner”) and SitelogIQ, Inc., a Delaware corporation doing business as SitelogIQ, Inc (“Operator”).

RECITALS

WHEREAS, Owner currently owns, or intends to construct, install, and commission photovoltaic solar electric facilities (individually called System, together called “Systems”).

WHEREAS, the Systems were constructed at various Owner sites (individually called Site, together called Sites).

WHEREAS, the Systems and Sites are as provided in Exhibit D.

WHEREAS, Operator, in its capacity as operator hereunder, has agreed to operate and maintain the Systems under the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

AGREEMENT

1. DEFINITIONS

Unless otherwise required by the context in which any term appears: (a) capitalized terms used in this Agreement shall have the respective meanings set forth in Exhibit A; (b) the singular shall include the plural and vice versa; (c) the word “including” shall mean “including, without limitation”, (d) references to “Sections” and “Exhibits” shall be to sections and exhibits hereof; (e) the words “herein”, “hereof” and “hereunder” shall refer to this Agreement as a whole and not to any particular section or subsection hereof; and (f) references to this Agreement shall include a reference to all Exhibits hereto, as the same may be amended, modified, supplemented or replaced from time to time.

2. SERVICES

2.1. System Services

- (a)** Throughout the Term of this Agreement, Operator shall provide System Services as set forth in Exhibit B for the Systems.
- (b)** Operator shall perform Annual energy production evaluations for each System.
- (c)** System Services shall be performed in accordance with Industry Standards and Applicable Law for photovoltaic solar projects in California.
- (d)** All periodic maintenance and inspection services shall be performed at regular intervals as described in Exhibit B
- (e)** All maintenance and inspection services shall be performed by qualified technical personnel in accordance with the O&M manuals.
- (f)** Operator personnel and agents will check-in at offices during business hours prior to beginning Work.
- (g)** Repair of damaged/vandalized Systems shall be performed by Operator, as directed by Owner, at the rates specified in Exhibit F.
- (h)** Any other Owner requested services not defined in this Agreement shall be billed at the rates specified in Exhibit F on a time and materials basis.

2.2. Annual Reports and Meeting

Throughout the Term, Operator shall furnish to Owner the annual maintenance/inspection report (“Annual Report”) covering all Systems for the twelve-month period ending on December 31 of each calendar year. The first reporting period of the Term shall begin upon Final Completion (as set forth in the ESA) and extend through December 31. The Annual Report shall be submitted

within two (2) months from the period ending. The Annual Report shall include the following:

- a. Summary of operations;
- b. Weather and energy production data;
- c. Calculation of Cumulative Annual Energy Production;
- d. Reports of any environmental disturbances (e.g. Fires);
- e. True-Up Refund, if any;
- f. Safety/accident reports;
- g. Summary of Additional Services, if any;
- h. Maintenance and inspection logs; and
- i. Proposal of actions required to be taken by Operator, if any.

2.3. Warranty on Repair or Replacement Work

- (a) Subject to the limitations set forth in this Section 2.3, commencing on the date the System was repaired or replaced, and for a period of one (1) year, Operator warrants that such work will be free from defects in materials and workmanship under normal operating conditions and shall conform to the final System design. If the work has a defect that causes it to fail to conform to any of the foregoing Warranties, Operator will, at its option, either repair or replace the portion of the work that is defective at no cost to the Owner.
- (b) This Warranty shall not cover any defects to the extent such defect is caused by any of the following:
 - (i) Poor workmanship by the original Installer, if Installer was not Operator or Operator's Subcontractors.
 - (ii) Alterations or repairs made to the System by anyone except for Operator or Operator's Subcontractors without Operator's prior written approval;
 - (iii) Failure of the System to perform caused by legislative, administrative, or executive regulation, order or requisition of the government, local utility or public utilities commission, or any state, provincial or municipal government or official;
 - (iv) Use of the System by anyone except for Operator or Operator's Subcontractors beyond the scope contemplated in its operating manuals or technical specifications;
 - (v) Damage to the System not caused directly or indirectly by Operator or its Subcontractors under any agreement between Operator and Owner;

- (vi) Damage or property loss to the System caused by third parties including, but not limited to, vandalism and theft.
- (vii) Manufacture defects or return merchandise authorization of equipment.
- (viii) Force Majeure Events; and
- (ix) A change in usage of the Site, which may affect building or Site Permits and related requirements, without the written approval of Operator, or a change in Ownership of building or property and the new Owner has not signed an assumption agreement of the terms and conditions herein.

Corrections, repairs, or replacement covering the equipment, materials, and labor as a result of the defects above shall be billed at the rates specified in Exhibit F, on a time and materials basis

- (c) The Operator Warranty assumes that all Manufacturer Warranties have been assigned to the Owner. Operator's obligations under the Operator Warranty do not apply to defects in materials or equipment provided by Manufacturer Warranty. Operator makes no representation or Warranty, and Owner shall seek no recourse from Operator, regarding Manufacturer Warranties, including without limitation, the power output of the PV modules.
- (d) To the extent that Manufacturer Warranties cover replacement and/or repair of any System equipment during the Term, it shall be Operator's responsibility under this Agreement to use commercially reasonable efforts to submit, process and pursue Warranty coverage; provided, however, that, because Warranty claims may need to be submitted in the name of Owner, Owner shall provide such full and complete cooperation as Operator may reasonably require in connection with such submission, processing and pursuit of Warranty coverage. Owner shall be responsible for any differences in cost if a Manufacturer Warranty does not fully cover labor or replacement cost.
- (e) Operator agrees to act as agent on behalf of Owner for purposes of Section 2.3(d). If, in the event the equipment manufacturer denies responsibility for Warranty service and Operator is instructed by Owner to pursue action against the equipment manufacturer, whether through litigation or otherwise, Owner shall reimburse Operator for any of the costs, expenses, or repairs incurred by Operator in this context, even if such attempt to recover from the equipment manufacturer fails, provided that such failure is not the result of errors or omissions by Operator. Such costs shall be reimbursed by Owner to Operator within thirty (30) days of receipt of invoice.

- (f) This Warranty shall expire one (1) year after the repair has taken place.
- (g) Except as expressly provided herein or in the Agreement, Operator expressly disclaims any and all warranties of any kind, express, implied or statutory, including without limitation any implied warranties of merchantability and/or fitness for a particular purpose.

2.4. Insurance

Without limiting any of the obligations or liabilities of either of the Parties, each of the Parties shall at all times throughout the Term of this Agreement and any renewal thereof, carry and maintain, or cause to be carried and maintained, at its own expense, such insurances coverage in Exhibit C.

2.5. General Obligations of Owner

Owner shall ensure that Operator and its authorized agents, employees or Subcontractors shall have reasonable access to the Site in order to provide scheduled or unscheduled maintenance activities, maintenance of the grounds, emergency services, or to conduct other System Services, in all cases, to the extent that such activities and/or services are within the scope of this Agreement and are provided in accordance with the terms of this Agreement. Except in the case of an emergency, Operator shall give forty-eight (48) hours prior written notice to the appropriate Owner Site administrator, whose name and contact information shall be provided to Operator, before any entry onto the Site by Operator's employees, agents or contractors.

2.6. Permits

- (a) Subject to Section 2.6(b), Owner shall be responsible for procuring, obtaining, maintaining and complying with all Owner acquired Permits applicable as of the date hereof. If any new Owner acquired Permits become required for the operation of the System due to a change in the Applicable Law after the date of this Agreement, Owner shall obtain such Permits in a timely manner and at its sole cost and expense, except where such additional Owner acquired Permits arise as a result of any omission, neglect or default of Operator, in which case Operator shall reimburse Owner for any costs or losses arising as a result of or in connection with procuring, obtaining, maintaining and complying with such Owner acquired Permits.
- (b) To the extent that a Party is required to obtain any Applicable Permits, the other Party agrees to cooperate with and assist that Party in obtaining the same and the Party which is required to obtain such Applicable Permits shall reimburse the other Party for its reasonable costs in providing such assistance. Notwithstanding anything in this Agreement to the contrary, Operator shall be required to comply with Applicable Law as in effect on the date of this Agreement at no additional charge to Owner. Following the date of this Agreement, any costs incurred by Operator in performing

its obligations hereunder resulting from changes in Applicable Permit conditions or requirements, or changes in Applicable Law, shall be borne by Owner except to the extent it does not involve an increase in the scope of System Services.

2.7. Telephone & Data Communication

Owner shall directly pay any utility or other third-party service provider invoices as become due as may be required for Operator's remote access to telephone and/or data communications service available at the Site to the extent necessary for the performance by Operator of System Services under this Agreement. Owner will be responsible for all monthly service charges related to telephone and data communications services.

2.8. Storage

To the extent Operator has established space on the Site and to the extent that any such use is permitted under Applicable Law, Operator may use such space for storing parts and supplies necessary for the performance of System Services. At Operator's option and upon the written approval of Owner, additional storage sheds may be installed at the Site at Operator's expense. Operator must seek and obtain building Permits and other local Permits and approvals required in connection therewith (which shall be designated as Operator acquired Permits) and Owner shall reasonably cooperate in obtaining such Permits and approvals. Operator shall maintain any space utilized in accordance with this Agreement as if it were part of System Services and shall be required (at its own cost), if requested by Owner, to remove any storage sheds installed at the Site at the end of the Term.

2.9. Duty to Cooperate

Owner shall cooperate with Operator in taking all actions reasonably requested by Operator to ensure that parties with whom Owner has agreements or relationships that are essential to System Services are available and able to perform as contemplated in this Agreement. Owner shall be directly responsible for all utility costs (water, communication, electricity) of the System except to the extent that such costs arise resulting the omission, neglect or default of Operator.

3. TERM

3.1. Term

- (a) The term of this Agreement ("Term") includes the period during which System Services are to be provided for the Systems and shall commence the latter of when the first System has achieved Final Completion or the date of this Agreement; and expire upon the Term as defined in the Cover Page.
- (b) The Term shall be subject to the provisions of Section 3.2 (termination).

- (c) Auto-Renewal. Upon expiration of the original Term This Agreement will automatically renew on an annual basis, and continue to renew annually until either Party elects to terminate per Section 3.2(d). Annual Auto-Renewals will include economic price adjustments to match the annual percent change shown on The Consumer Price Index for All Urban Consumers (CPI-U); Western Region; All Items; not seasonally adjusted, (https://www.bls.gov/regions/west/news-release/consumerpriceindex_west.htm).
- (d) Extension. Either Party may request, and Parties shall agree to negotiate an extension in good faith and in a timely fashion prior to the expiration of the Term, though neither Party shall be obligated to enter into an extension and may terminate per Section 3.2.

3.2. Termination

- (a) Owner may terminate this Agreement in the event of any of the following:
 - (i) Operator becomes Insolvent; or
 - (ii) Failure by Operator to perform any of its material obligations under this Agreement, which failure is not remedied within thirty (30) calendar days of written notice of such failure from Owner to Operator; notwithstanding, (1) such failure cannot reasonably be remedied within such thirty (30) calendar day period, and (2) Operator commences cure of such failure within the thirty (30) calendar day period and thereafter diligently seeks to remedy such failure, then Owner shall not be entitled to terminate this Agreement until such time as Operator ceases all reasonable endeavors to cure such failure unless such failure continues for a period of a ninety (90) calendar days from the original written notice from Owner; or
 - (iii) A Force Majeure Event occurs which prevents Operator from providing a material part of System Services for a continuous period of at least one hundred eighty (180) calendar days and Owner reasonably concludes such prevention is not reasonably likely to be remedied within a further period of one hundred eighty (180) calendar days. Subject to Section 6.5, Owner shall compensate Operator for all System Services completed prior to the termination date.
- (b) Operator may terminate this Agreement in the event of any of the following:
 - (i) Owner fails to pay to Operator any amounts due under this Agreement (other than any amounts which are the subject of a

good faith dispute) within fifteen (15) calendar days of written notice of such failure from Operator to Owner, provided that failure to pay shall not be on account of the negligence or willful action or inaction of Operator; or

- (ii) Material breach by Owner of any of its obligations under this Agreement, which materially impairs Operator's ability to perform its obligations under this Agreement, and which breach is not remedied within thirty (30) calendar days of written notice of such failure from Operator to Owner; notwithstanding, (1) (A) if such failure cannot reasonably be remedied within the thirty (30) calendar day period, and (B) Owner commences cure of such failure within the thirty (30) calendar day period, and thereafter diligently seeks to remedy such failure, then Operator shall not be entitled to terminate this Agreement until such time as Owner ceases reasonable efforts to cure such failure unless such failure continues for a period of ninety (90) calendar days from the original written notice from Operator; and (2) failure of Owner to perform its obligations is not on account of the negligence or willful action or inaction of Owner; or
 - (iii) Owner becomes Insolvent.
- (c) Parties may terminate this Agreement, either partially or in whole, by mutual written consent. Termination by mutual consent may be initiated by either Party at any time by written means. Upon such termination, Owner shall compensate Operator for all System Services completed prior to the termination date.
 - (d) End of Term. No later than one hundred eighty (180) calendar days prior to the end of the original Term, or end of the Autorenewal Term, either Party may request to terminate this Agreement upon written notice written notice.
 - (e) A notice of termination given pursuant to the foregoing provisions of this Section 3.2 shall specify in reasonable detail the circumstances giving rise to the Termination Notice. Except to the extent otherwise provided herein, this Agreement shall terminate on the date specified in the Termination Notice, which date shall not be earlier than the date upon which the applicable Party is entitled to effect such termination as provided above.
 - (f) Termination of this Agreement shall not affect any rights or obligations as between the Parties which may have accrued prior to such termination or which expressly or by implication are intended to survive termination whether resulting from the event giving rise to termination or otherwise, including, without limitation, Sections 6.7 and 6.8.

4. SERVICE FEES

4.1. Compensation

As compensation for provision of System Services by Operator, Owner shall pay Operator an O&M Fee as provided on the Cover Page, and escalating at the Escalation Rate for each year ("Service Fees"). Service Fees are due within thirty (30) calendar days of Invoice Date. First annual invoice will be submitted to the Owner upon execution of the Agreement. All subsequent invoices will be submitted annually.

4.2. Late Payments

Overdue payment obligations of Owner hereunder shall bear interest from the date due until the date paid at a rate per annum equal to the rate published by the Wall Street Journal as the "prime rate" on the date on which such interest begins to accrue plus two percent (2%).

4.3. Disputed Payments

In the event that Owner disputes any portion of an invoice submitted by Operator, Owner shall pay the undisputed portion thereof when due. All disputed payments shall be resolved in accordance Section 6.5.

5. OPERATOR'S GUARANTEE

- (a) Operator shall conduct and provide to Owner an evaluation each calendar year during the effective Term of the Agreement to determine the Cumulative Annual Energy Production from all the Systems combined.
- (b) The Cumulative Annual Energy Production shall be measured for each Annual Production Period. No evaluation will be performed for the first partial period (Final Completion for all Systems to the first December 31 of the Term) and the final partial period evaluation will be prorated (Jan 1 of the Term to Term expiration).
- (c) The Cumulative Annual Energy Production shall be compared to the Expected Annual Energy Production calculated upon Final completion for all the Systems combined to evaluate the performance of the Systems.
- (d) Energy Production Guarantee: Operator hereby guarantees to Owner a minimum energy output for the aggregate of the Systems for each Annual Production Period.
- (e) The evaluation shall be conducted in accordance with the procedures provided in Exhibit E.
- (f) If the Systems fail to meet the Energy Production Guarantee, then within ninety (90) calendar days after the failure is identified, the Operator shall pay the Owner a True-Up Refund.

- (g) If the Cumulative Annual Energy Production is more than one hundred five percent (105%) of the Expected Annual Energy Production, then the Owner shall give a kWh credit to the Operator for every kWh between the measured Cumulative Annual Energy Production and one hundred five percent (105%) of the Expected Annual Energy Production for such Annual Production Period. Operator shall be entitled to apply this credit to any future Annual Production Period at the Operator's sole discretion.
- (h) The Expected Annual Energy Production for the combined Systems shall be reduced accordingly for the period of time any System is not in operation in connection with (a) temporary removal of the System, a movement to an alternate location, or a temporary shutdown of the System or any portion thereof; (b) the occurrence of an event of Force Majeure has temporarily impaired or disabled the operation of any System or any portion thereof; (c) Owner interferes with the System, refuses repair, or recommended services; (d) vandalism or theft, (e) Utility caused outages, or (f) any manufacturer defects that cause outages. Operator shall provide and justify data verifying the loss of generation using the System Model defined in Exhibit E.
- (i) Operator's Expected Annual Energy Production shall proportionately terminate and be of no further force or effect if any System, or any portion thereof, is subject to a permanent shutdown or an event of Force Majeure occurs, the effect of which to permanently impair or interfere with the operation of the System, or any portion thereof.
- (j) The Parties agree that Owner shall avoid activities that result in overshadowing or shading of the Systems in a manner that would prevent Operator from satisfying its Energy Production Guarantee. In the event the Systems, or any portion thereof, is overshadowed or shaded in a manner that prevents Operator from satisfying its Energy Production Guarantee for any reason beyond the control of Operator, Owner agrees that Operator's Expected Annual Energy Production shall be reduced accordingly. Operator shall provide and justify data verifying the loss of generation using the System Model of the System due to overshadowing or shading.

6. MISCELLANEOUS

6.1. No Partnership

This Agreement is not intended, and shall not be construed, to create any association, joint venture, agency relationship or partnership between or among the Parties or to impose any such obligation or liability upon any Party. No Party shall have any right, power or authority to enter into any contract or undertaking for, or act as or be an agent or representative of, or otherwise bind, the other Party or Parties.

6.2. Party Representatives

- (a) Owner Representative. Owner designates, and Operator agrees to accept, Yolanda Valdez, as "Owner Representative" for all matters relating to Owner's performance under this Agreement. The actions taken by Owner Representative regarding such performance shall be Owner the acts of Owner and shall be fully binding on Owner. Owner may, upon written notice to Operator, change the designated Owner Representative.
- (b) Operator Representative. Operator designates, and Owner agrees to accept, Lesley Soekland, as "Operator Representative" for all matters relating to Operator's performance under this Agreement. The actions taken by Operator Representative shall be deemed the acts of Operator. Operator may, upon written notice to Owner, change the designated Operator Representative.

6.3. Notices and Demands.

Any notice, request, demand or other communication required or permitted under this Agreement, shall be deemed to be properly given by the sender and received by the addressee if made in writing and (a) if personally delivered; (b) three (3) days after deposit in the mail if mailed by certified or registered air mail, post prepaid, with a return receipt requested; or (c) if sent by facsimile with confirmation. Mailed notices and facsimile notices shall be addressed as follows to:

Owner:

Name: Cutler-Orosi Joint Unified School District
 Attention: Yolanda Valdez
 Address: 12623 Avenue 416, Orosi CA 93647
 Phone: (559) 528-4763 x1102
 Email: yvaldez@cojUSD.org

Operator:

SitelogIQ Inc.
 Attention: Solar Operations, West Energy
 1651 Response Rd., Suite 300
 Sacramento, CA 95815
 Phone: (916) 914-1929
 Email: westsolar@sitelogiq.com
 cc: legal@sitelogiq.com

6.4. Force Majeure Event

- (a) Neither Party shall be considered to be in default of its obligations under this Agreement when and to the extent that performance of such obligations is prevented by any Force Majeure Event which arises after the date of this Agreement.

- (b) If either Party shall rely on the occurrence of a Force Majeure Event as a basis for being excused from the performance of its obligations under this Agreement, then the Party relying on the event or condition shall (i) provide prompt notice to the other Party of the occurrence of the Force Majeure Event, giving an estimation of its expected duration and the probable impact on the performance of its obligations hereunder; (ii) exercise all commercially reasonable efforts to continue to perform its obligations hereunder; (iii) expeditiously take any action within its reasonable control to correct or cure the Force Majeure Event excusing performance; (iv) exercise all commercially reasonable efforts to mitigate or limit damages to the other Party to the extent such action will not adversely affect its own interests; and (v) provide periodic notices to the other Party with respect to its actions and plans for actions in accordance with (ii), (iii) and (iv) above and promptly notify to the other Party of the cessation of the event or condition giving rise to it being excused from performance.
- (c) In the event that Operator is prevented from providing all or part of System Services as a result of a Force Majeure Event for a period of thirty (30) consecutive days and it is reasonably expected that Operator will not be able to resume full performance of System Services within an additional thirty (30) days, Owner shall be entitled to require Operator to reduce the scope of System Services commencing as of the date of such notice by Owner until such time as Operator can demonstrate, to the reasonable satisfaction of Owner, that Operator is able to resume full performance of System Services. As from the date on which Owner reduces System Services until the date on which Operator resumes full performance of System Services, the obligation of Owner to pay the fee pursuant to Section 4 shall be reduced proportionately to take account of the level of System Services that Operator is actually performing.
- (d) Operator shall document any Force Majeure Event and its consequences so that costs which are directly attributable to such Force Majeure Event may be claimed by Owner from any insurance carried by Owner.

6.5. Dispute Resolution

- (a) Good faith negotiations. In the event of any Dispute, of which either Party has notified the other, senior management personnel from both Operator and Owner shall meet and diligently attempt in good faith to resolve the Dispute for a period of thirty (30) days following one Party's written request to the other Party for such a meeting. If, however, either Party refuses or fails to so meet, or the Dispute is not resolved by negotiation, the provisions of Subsections (b), (c) and (d) of this Section shall apply to the extent applicable to the Dispute.

- (b) Technical Dispute. Technical Disputes shall be resolved by an independent expert. All Technical Disputes shall be resolved on an accelerated basis by a nationally recognized professional expert mutually agreed in writing by Operator and Owner. Parties will share equally in the cost of the independent expert engaged to resolve Technical Disputes.
- (c) Non-Binding Mediation. If the Dispute remains unresolved, a Party may require that a non-binding mediation take place with a mediator mutually chosen by Owner and Operator. If Owner and Operator are unable to agree on a mediator, then either may request that the American Arbitration Association to appoint a mediator. The mediator's fee and expenses shall be paid one-half by Owner, and one-half by Operator. In any such mediation, representatives of the Parties with authority to resolve the dispute shall meet for at least three (3) hours with mediator. The obligation to mediate shall not be binding upon any Party with respect to (i) requests for preliminary injunctions, temporary restraining orders, specific performance, or other procedures in a court of competent jurisdiction to obtain interim relief deemed necessary by such court to preserve the status quo or prevent irreparable injury pending resolution by arbitration of the actual Dispute; (ii) actions to collect payments not subject to bona fide Dispute; or (iii) claims involving third parties who have not agreed to participate in the mediation of the Dispute. The provisions of this Section 6.5 shall survive any termination of this Agreement.
- (d) Attorneys' Fees. The prevailing Party in any action brought to enforce the terms of this Agreement or arising out of this Agreement may recover its reasonable costs and attorneys' fees expended in connection with such an action from the other Party.

6.6. Indemnification.

The Parties hereto agree to defend, indemnify and hold one another harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury and/or damages arising from or in any way connected to the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying Party, its officers, agents or employees.

6.7. Consequential Damages.

Notwithstanding any other provision of this Agreement, and to the fullest extent permitted by law, neither the Owner nor Operator, their respective officers, directors, partners, employees, contractors or subconsultants shall be liable to the other or shall make any claim for any incidental, indirect or consequential damages arising out of or connected in any way to the project or to this Agreement. This mutual waiver of consequential damages shall include, but is not limited to, loss

of use, loss of profit, loss of business, loss of income, loss of reputation or any other consequential damages that either Party may have incurred from any cause of action including negligence, strict liability, breach of contract and breach of strict or implied warranty.

6.8. Limit of Liability.

To the maximum extent permitted by law, Owner agrees to limit Operator's liability for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, including attorneys' fees and costs and expert-witness fees and costs, so that the total aggregate liability of Operator to the Owner shall not exceed the equivalent to one (1) year Service Fee as calculated for the first twelve (12) months of the Agreement. It is intended that this limitation apply to any and all liability or cause of action however alleged or arising, unless otherwise prohibited by law.

6.9. Governing Law.

The formation, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event of any Dispute that is not resolved pursuant to Section 6.5, the Parties hereto agree to submit to the jurisdiction of any court of competent jurisdiction within Tulare County in which the Site is located and shall comply with all requirements necessary to give such court jurisdiction.

6.10. Tax Matters

Notwithstanding anything to the contrary set forth herein or in any other agreement to which the parties hereto are parties or by which they are bound, the obligations of confidentiality contained herein and therein, as they relate to the transactions described in and contemplated by such agreements, shall not apply to the U.S. Federal tax structure or U.S. Federal tax treatment of the System, and each of the parties hereto (and any employee, representative or agent of any Party hereto) may disclose to any and all persons without limitation of any kind, the U.S. Federal tax structure and U.S. Federal tax treatment of such transactions. The preceding sentence is intended to cause the System or the interests in them pursuant to the agreements between the Parties not to be treated as having been offered under conditions of confidentiality for purposes of section 1.6011-4(b)(3) (or any successor provision) of the Treasury Regulations promulgated under Section 6011 of the Internal Revenue Code of 1986, as amended, and shall be construed in a manner consistent with such purpose. In addition, each of the Parties acknowledges that it has no proprietary or exclusive rights to the tax structure of the transactions described in and contemplated by the agreements between the Parties or any tax matter or tax idea related to such transactions.

6.11. Successors and Assigns

- (a) Except as set forth in this Agreement, no Party shall be entitled to assign this Agreement or any of its rights or obligations under this Agreement, nor shall it enter into any transaction as a result of which it may transfer, assign, charge or dispose by any title of any of those rights and obligations, without the prior written consent of the other Party, which

may be withheld in its sole and absolute discretion; provided that nothing herein shall prohibit Owner's membership interests from being sold to an Affiliate of Owner, or an entity which has, in whole or in part, common ownership, directly or indirectly, with the ownership of Owner.

- (b) Notwithstanding the foregoing, (i) Owner shall be entitled to assign its right, title and interest in and to this Agreement (and, in particular, any rights arising in relation to any insurance policy and any other right to collect any amount from Operator) to any lenders by way of security for the performance of obligations to such lenders without the consent of Operator; and (ii) Operator shall be entitled to assign its right, obligation, title and interest in and to this Agreement to any of its Affiliates or in connection with a merger or acquisition of Operator. Parties shall provide a written notice at least thirty (30) days prior to assigning the rights, title, and interest in and to this Agreement.

6.12. Announcements and Publications.

Operator shall coordinate with Owner with respect to, and provide advance copies to Owner for review of, the text of any proposed announcements or publications that include any non-public information concerning the Work prior to the dissemination thereof to the public or to any Person other than Subcontractors or advisors of Operator, in each case, who agree to keep such information confidential. If Owner delivers written notice to Operator rejecting any such proposed announcement or publication within two (2) Business Days after receiving such advance copies, the Operator shall not make such public announcement or publication; provided, however, that Operator may disseminate or release such information in response to requirements of Governmental Authority.

6.13. No Waiver

No provision of this Agreement shall be considered waived by either Party except when such waiver is made in writing. The failure of either Party to insist, on one or more occasions, upon strict performance of any of the provisions of this Agreement or to take advantage of its rights hereunder or the delay or failure in exercising totally or partially any right or remedy under this Agreement, shall not be construed as a waiver of any such provisions or the relinquishment of any such rights or any other rights for the future, but the same shall continue and remain in full force and effect.

6.14. Validity.

The provisions contained in each section, subsection and clause of this Agreement shall be enforceable independently of each of the others and their validity shall not be affected if any of the others are invalid. If any of those provisions is void but would be valid if some part of the provision were deleted, the provision in question shall apply with such modification as may be necessary to make it valid. The Parties shall, if necessary, negotiate in good faith and make any necessary amendments to ensure the enforceable terms of this Agreement reflect the true intent of the Parties as of the date of execution of this Agreement.

6.15. Priority of Documents.

In the event of conflicting provisions in the Agreement, the provisions shall govern in the following priority: first, duly executed amendments to this Agreement (to the extent not superseded by a subsequent amendment), second, this Agreement, and third, Exhibits.

6.16. Time of Essence.

Time is expressly agreed to be of the essence of this Agreement and each, every and all of the terms, conditions and provisions herein.

6.17. Headings.

The headings in this Agreement are for convenience of reference only and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

6.18. Binding Effect.

This Agreement shall be binding on the Parties hereto and on their respective permitted successors, heirs and assigns.

6.19. Counterparts; Signature Pages.

This Agreement may be executed in counterparts which, taken together, shall constitute a single instrument. Facsimile and other electronically transmitted signature pages shall be effective to bind a Party to this Agreement.

6.20. Complete Agreement.

- (a) This Agreement together with the Exhibits hereto completely and exclusively states the agreement of the Parties regarding its subject matter and its terms govern, all prior proposals, agreements, or other communications between the Parties, oral or written, regarding such subject matter. No verbal, or written agreement nor conversation with any officer or employee of either Party nor any or all prior proposals shall affect or modify any of the terms and conditions of this Agreement. This Agreement shall not be modified except by written amendment signed on behalf of the Owner and Operator by their duly authorized representatives. Any purported oral amendment to the Agreement shall have no effect.
- (b) Each Party acknowledges that it has not relied on any representation, warranty, collateral contract or other assurance made by or on behalf of any other Party at any time before the signature of this Agreement. Each Party waives all rights and remedies which, but for this clause (ii), might otherwise be available to it in respect of any such representation, warranty, collateral contract or other assurance.

[Signature page follows]

IN WITNESS WHEREOF, the Parties have executed this Operation and Maintenance Agreement as of the date first above written.

Owner:

Operator:

Cutler-Orosi Joint Unified School District
Name: Yolanda Valdez
Title: Superintendent

SitelogIQ, Inc
Name: Jeff Dennis
Title: Vice President, Operations

EXHIBIT A TO OPERATION AND MAINTENANCE AGREEMENT

DEFINED TERMS

As used in the attached Agreement, the following terms shall have the meanings set forth below:

Additional Services means any other services not defined in this Agreement which shall be billed at the rates specified in Exhibit F on a time and materials basis.

Affiliate of a specified Person means any Person that directly or indirectly through one or more intermediaries controls, is controlled by, or is under common control with, such specified Person. As used in this definition of Affiliate, the term "**control**" of a specified Person including, with correlative meanings, the terms, "**controlled by**" and "**under common control with**," means (a) the Ownership, directly or indirectly, of 50% or more of the equity interest in a Person or (b) the power to direct or cause the direction of the management and policies of a Person, whether through Ownership of voting securities, by contract or otherwise.

Agreement means this Operation and Maintenance Agreement as it may be amended and/or restated from time to time.

Annual Energy Production Evaluation is an analysis which measures and compares the Cumulative Annual Energy Production with the Energy Production Guarantee based on Exhibit E.

Annual Production Period is the period between January 1 and December 31.

Annual Reports or Annual Reports mean the annual maintenance/inspection report covering all Systems for the twelve-month period described in Section 2.2.

Applicable Law shall mean, with respect to any Governmental Authority, any constitutional provision, law, statute, rule, regulation, ordinance, treaty, order, decree, judgment, decision, certificate, injunction, registration, license, permit, authorization, guideline, governmental approval, consent or requirement of such Governmental Authority, as construed from time to time by any Governmental Authority.

Applicable Permits shall mean, collectively, Operator acquired Permits and the Owner acquired permits.

Business Day means a day (other than a Saturday, Sunday, or State of California or federal holidays) on which banks are generally open in California for normal business.

Cumulative Annual Energy Production means the actual alternating current (AC) electrical output in kilowatt-hours (kWh) for the Annual Production Period as measured and recorded by all the Systems revenue meters and adjusted for meter calibration error, if required.

Dispute means any question, dispute, difference or claim that arises out of or in connection with this Agreement, including any question regarding its existence, validity, performance, or termination.

Energy Production Guarantee is the guaranteed energy production output calculated by multiplying the Performance Guarantee percentage by the Expected Annual Energy Production, subject to the adjustments in Sections 5(g) through 5(j).

Escalation Rate is the annual percentage rate increase applied to the O&M and True-Up Fees. Provided on the Cover Page. Economic price adjustments will match the annual percent change shown on The Consumer Price Index for All Urban Consumers (CPI-U); Western Region; All Items; not seasonally adjusted. Available at https://www.bls.gov/regions/west/news-release/consumerpriceindex_west.htm.

Expected Annual Energy Production means the expected AC electrical output in kilowatt-hours (kWh) for the Annual Production Period as calculated by the System Model that represents the final design of the Systems and adjusted for Annual weather data and degradation.

Final Completion means the date that each PV System was installed and is fully operational.

Force Majeure Event shall mean, when used in connection with the performance of a Party's obligations under this Agreement, any act or event (to the extent not caused by such Party or its agents or employees) which is unforeseeable, or being foreseeable, unavoidable and outside the control of the Party which invokes it, and which renders said Party unable to comply totally or partially with its obligations under this Agreement. In particular, any of the following shall be considered a Force Majeure Event:

(a) war (whether or not war is declared), hostilities, revolution, rebellion, insurrection against any Governmental Authority, riot, terrorism, acts of a public enemy or other civil disturbance;

(b) acts of God, including but not limited to, storms, floods, lightning, earthquakes, hailstorms, ice storms, tornados, typhoons, hurricanes, landslides, volcanic eruptions, fires, winds in excess of ninety (90) miles per hour, and objects striking the earth from space (such as meteorites);

(c) acts of sabotage or destruction by a third party (other than any Operator retained by or on behalf of the Party) of facilities and equipment relating to the performance by the affected Party of its obligations under this Agreement;

(d) regional or national strikes, walkouts, lockouts or similar industrial or labor actions or disputes;

(e) acts of any Governmental Authority that materially restrict or limit a Party's performance under this Agreement, including Operator's access to the Site or its activities at the Site.

(f) labor or supply shortages and supply chain issues outside the control of the Operator;

(g) plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other restrictions; and

(h) explosion, fire, destruction of machines, equipment, factories and of any kind of installation, prolonged break-down of transport, telecommunication or electric current.

Governmental Authority shall mean any national, autonomic, state, regional, province, town, city, or municipal government, whether domestic or foreign, or other administrative, regulatory or judicial body of any of the foregoing.

Industry Standards shall mean those standards of care and diligence normally practiced by small-scale solar engineering, construction and installation firms in performing services of a similar nature in jurisdictions in which System Services will be performed and in accordance with good engineering design practices, Applicable Laws, Applicable Permits, and other standards established for such Work. Industry Standards are not intended to be limited to optimum practice or methods to the exclusion of all others, but rather to be a spectrum of reasonable and prudent practices and methods that must take the conditions specific to any given facility into consideration.

Insolvent means (a) a Party shall file a voluntary petition in bankruptcy or shall be adjudicated as bankrupt or insolvent, or shall file any petition or answer or consent seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief for itself under the present or future applicable federal, state or other statute or law relative to bankruptcy, insolvency or other relief for debtors, or shall seek or consent to or acquiesce in the appointment of any trustee, receiver, conservator or liquidator of such Party or of all or any Final part of its properties (the term "acquiesce", as used in this definition, includes the failure to file a petition or motion to vacate or discharge any order, judgment or decree within fifteen (15) days after entry of such order, judgment or decree); (b) a court of competent jurisdiction shall enter an order, judgment or decree approving a petition filed against a Party seeking a reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief under the present or any future Federal bankruptcy act, or any other present or future applicable Federal, state or other statute or law relating to bankruptcy, insolvency or other relief for debtors, and such Party shall acquiesce and such decree shall remain unvacated and unstayed for an aggregate of sixty (60) days (whether or not consecutive) from the date of entry thereof, or a trustee, receiver, conservator or liquidator of such Party shall be appointed with the consent or acquiescence of such Party and such appointment shall remain unvacated and unstayed for an aggregate of sixty (60) days, whether or not consecutive; (c) a Party shall admit in writing its inability to pay its debts as they mature; (d) a Party shall give notice to any Governmental Authority of insolvency or pending insolvency, or suspension or pending suspension of operations; or (e) a Party shall make an assignment for the benefit of creditors or take any other similar action for the protection or benefit of creditors.

Installer shall mean the contractor responsible for the procurement, installation, startup, and testing of the System under separate contract with the Owner.

Manufacturer Warranty or Manufacturer Warranties shall mean all warranties provided by the equipment manufacturers and assigned to Owner by the Installer.

O&M Fees shall mean the annual base fee for Operator provided services.

O&M Manuals means the set of System operational and maintenance documents provided by the Installer to the Owner and by the Owner to the Operator for the purpose of instruction in the operation and maintenance needs of the System and its components.

Operator has the meaning given in the preamble to this Agreement.

Operator Representative shall mean the representative of Operator appointed pursuant to Section 6.2(b).

Owner has the meaning given in the preamble of this Agreement.

Owner Representative shall mean the representative of Operator appointed pursuant to Section 6.2(a).

Party or Parties means either Operator or Owner.

Performance Guarantee shall mean the percentage applied to the Expected Annual Production to determine the Energy production Guarantee. The Value is provided on the Cover Page.

Permits shall mean Operator acquired Permits or the Owner acquired Permits.

Person means any natural person, corporation, general partnership, limited partnership, limited liability company, proprietorship, other business organization, trust, union, association, or Governmental Authority.

PV means photovoltaic.

Service Fees has the meaning given in Section 4.1.

Site has the meaning given in the Recitals of this Agreement.

Subcontractor means any Person to whom Operator subcontracts any of its obligations under this Agreement pursuant to a Subcontract, including the Suppliers and any Person to whom such obligations are further subcontracted of any tier.

System has the meaning set forth in the Recitals.

System Services means, collectively, the services set forth in Exhibit B.

Technical Dispute means a Dispute regarding whether the System conforms to the Industry Standards related to operation and maintenance.

Term has the value given on the Cover Page and meaning given in Section 3.1(a).

Termination Notice has the meaning given in Section 3.2(c) and requires the contents specified in Section 3.2 (e).

True-Up Refund is the difference between the Cumulative Annual Energy Production and the Energy Production Guarantee for a period where the Systems fail to meet the Energy Production Guarantee multiplied by the True-Up Fee

True-Up Fee is defined as the approximate value of the electricity being offset by the system. It has the initial value as defined in the Cover Page, for the first year of the Term and is subject to the Escalation Rate thereafter.

Warranty or Warranties have the meaning given in Section 2.3.

EXHIBIT B
TO
OPERATION AND MAINTENANCE AGREEMENT
INSPECTION SERVICES

Annual Inspection Services

Complete inspection, System maintenance, and recommissioning services Annually per the Agreement Term as detailed below. Report inspection finding, required repairs, and repair recommendations, including estimated costs for each maintenance visit. As part of our Operator's System maintenance, the following services will be completed and reported to the Owner during the report period.

a) Visual Inspection

- a. Visually inspect structures, arrays, and enclosures for excessive wear, damage, defects, rust/corrosion, etc.
- b. Verify new and/or existing shade concerns for the photovoltaic array.
- c. Verify module cleanliness and/or soiling issues; perform washing for an additional fee if requested by the Owner
- d. Verify that all signage and placards are firmly attached and legible.
- e. Verify condition of all wall & pad mounted switchgear, meters and inverters for corrosion and security of attachment to wall/structure/pad, etc. Note any new access issues.
- f. Verify condition of ac and dc disconnect(s).
- g. Confirm that the System is online and that the output is at the expected level.
- h. Confirm that the monitoring system is in service and functioning properly.

b) Photo Documentation

- a. Take digital photos of all major System components
- b. Submit digital images along with checklist and other documentation following visit.

c) Array – Structure & Modules

- a. Complete inspection of array.
- b. Inspect and tighten structure ground bonding straps/fasteners.
- c. Verify secure module attachment by random torque testing or visual test.
- d. Verify condition of racking hardware connections, splices, etc.
- e. Verify condition of inter-module array wiring for aging and corrosion.
- f. Inspect visible random sampling of wiring connections.
- g. Inspect visible conduit system.

d) Electrical Connection – Inverters & Combiner Box

- a. Verify condition of inverters.
- b. Note condition of all circuit boards and electrical components.
- c. Check Voc & Isc of all strings (if required).

- d. Verify that all manufacturer updates and service bulletins have been performed.
- e. Coordinate inverter manufacturer service, if necessary.
- f. Perform all electrical connection torque tests.
- g. Inspect and clean heatsink, if applicable.
- h. Inspect and clean inverter exhaust fan and vents.
- i. Inspect and tighten connectors and lugs (inverter, transformer, disconnects).
- j. Oil and lubricate disconnects.
- k. Check all fuses for cleared fuse and replace any cleared fuses.
- l. Verify condition of wire transition junction boxes for weatherproofing, corrosion, and security of internal wiring connections.
- m. Verify condition of all DC and AC conduits and connections.
- n. Verify interior and exterior condition of DC combiner box(es).

e) Data Acquisition System (DAS)

- a. Clean all instrumentation and sensors and lubricate moving parts.
- b. Inspect and tighten connections.
- c. Check input signals.
- d. Confirm that pyranometer/sensor is aligned with the plane of the PV array.
- e. Log kWh readings from Inverters to meters, and compare data in a twenty-four (24) hour increment to monitoring system to verify proper calibration of meters and monitoring system.
- f. Check calibration of the weather station instruments, as necessary.

Inspection Services Not Included

- a. Weed abatement, mowing, or any other landscaping around array and immediate vicinity.
- b. Repair of fencing.
- c. Repair, replacement, or cleaning due to vandalism, theft, or accidental damage.
- d. Repair or replacement of light bulbs or lighting fixtures.
- e. Repairs not explicitly defined in this Exhibit B.
- f. Any services not included in this Agreement.
- g. Repairs not stated in the Agreement (Installer Warranty) are considered Additional Services and shall be billed on a time and materials basis per the rates in Exhibit F.
- h. Panel washing (Operator will advise Owner on panel washing frequency as needed maintain performance – Panel washing costs will be quoted as needed)
- i. Renewal of DAS subscription services, including cellular card and plan. If renewal is requested by Owner, Owner shall be billed on a time and materials basis per the rates in Exhibit F.

EXHIBIT C
TO
OPERATION AND MAINTENANCE AGREEMENT
INSURANCE

Operator Insurance Requirements

1. Required Coverages. Operator shall carry and maintain with carriers or self-insurance, as a minimum, the following insurance coverages:
 - i. Workers Compensation Insurance and Employers Liability. In accordance with the laws of the state of where work may be done with limits for employer's liability in the minimum amount of one million dollars (\$1,000,000) for each occurrence and one million dollars (\$1,000,000) for each occurrence of disease on a per employee basis;
 - ii. Commercial General Liability. One million dollars (\$1,000,000) per occurrence/two million dollars (\$2,000,000) in the aggregate for bodily injury, personal injury and property damage, products and completed operations;
 - iii. Commercial Automobile Liability, Any Auto. One million dollars (\$1,000,000) per accident including owned, non-owned, and hired automobiles.
 - iv. Excess coverage of four million dollars (\$4,000,000) per occurrence and aggregate, or any other equivalent, available insurance coverage of the Operator.
2. Policy Endorsements. Insurance coverages required to be maintained by Operator under this Agreement shall:
 - i. provide a severability of interests or cross liability clause for Commercial General Liability Insurance;
 - ii. except in the case of worker's compensation insurance and other statutory insurances where it would be inappropriate, name Owner and others as may be reasonably required by Owner, as additional insured's; and to the extent permissible in accordance with the policy, include a waiver of subrogation by the insurers in favor of Owner and each of its respective assignees, Affiliates, agents, officers, directors, employees, insurers or policy issuers and a waiver of any right of the insurers to any set-off or counterclaim, whether by endorsement or otherwise, in respect of any type of liability of any of the Persons insured under any such policies.
3. Certificates. Operator shall throughout the Agreement Term provide certificate(s) and/or memoranda of insurance evidencing the coverage's specified in this Attachment C to Owner upon Owner's reasonable request.

Owner Insurance Requirements

1. Required Coverages. Owner shall carry and maintain with carriers or self insurance, as a minimum, the following insurance coverages:
 - i. Workers Compensation Insurance and Employers Liability. In accordance with the laws of the state of where work may be done with limits for employers liability in the minimum amount of one million dollars (\$1,000,000) for each occurrence and one million dollars (\$1,000,000) for each occurrence of disease on a per employee basis;
 - ii. Commercial General Liability. One million dollars (\$1,000,000) per occurrence/two million dollars (\$2,000,000) in the aggregate for bodily injury, personal injury and property damage, products and completed operations;
 - iii. Commercial Automobile Liability, Any Auto. One million dollars (\$1,000,000) per accident including owned, non-owned, and hired automobiles.
 - iv. Property Risk Insurance. Amount equal to the replacement value of the Systems for loss or damage to the System by fire and lightning, vandalism, theft, malicious mischief, and extended coverage endorsement for all risks of physical loss.
 - v. Excess coverage of four million (\$4,000,000) per occurrence and aggregate, or any other equivalent, available insurance coverage of the Operator.
2. Policy Endorsements. Insurance coverages required to be maintained by Owner under this Agreement shall provide a severability of interests or cross liability clause for Commercial General Liability Insurance;
3. Certificates. Owner shall throughout the Agreement Term provide certificate(s) and/or memoranda of insurance evidencing the coverage's specified in this Attachment C to Operator upon Operator's reasonable request.

**EXHIBIT D
TO
OPERATION AND MAINTENANCE AGREEMENT**

SITES & SYSTEM SIZES

Orosi High School – Swim Complex (294.30 kW-DC)

41815 Road 128, Orosi CA 93647

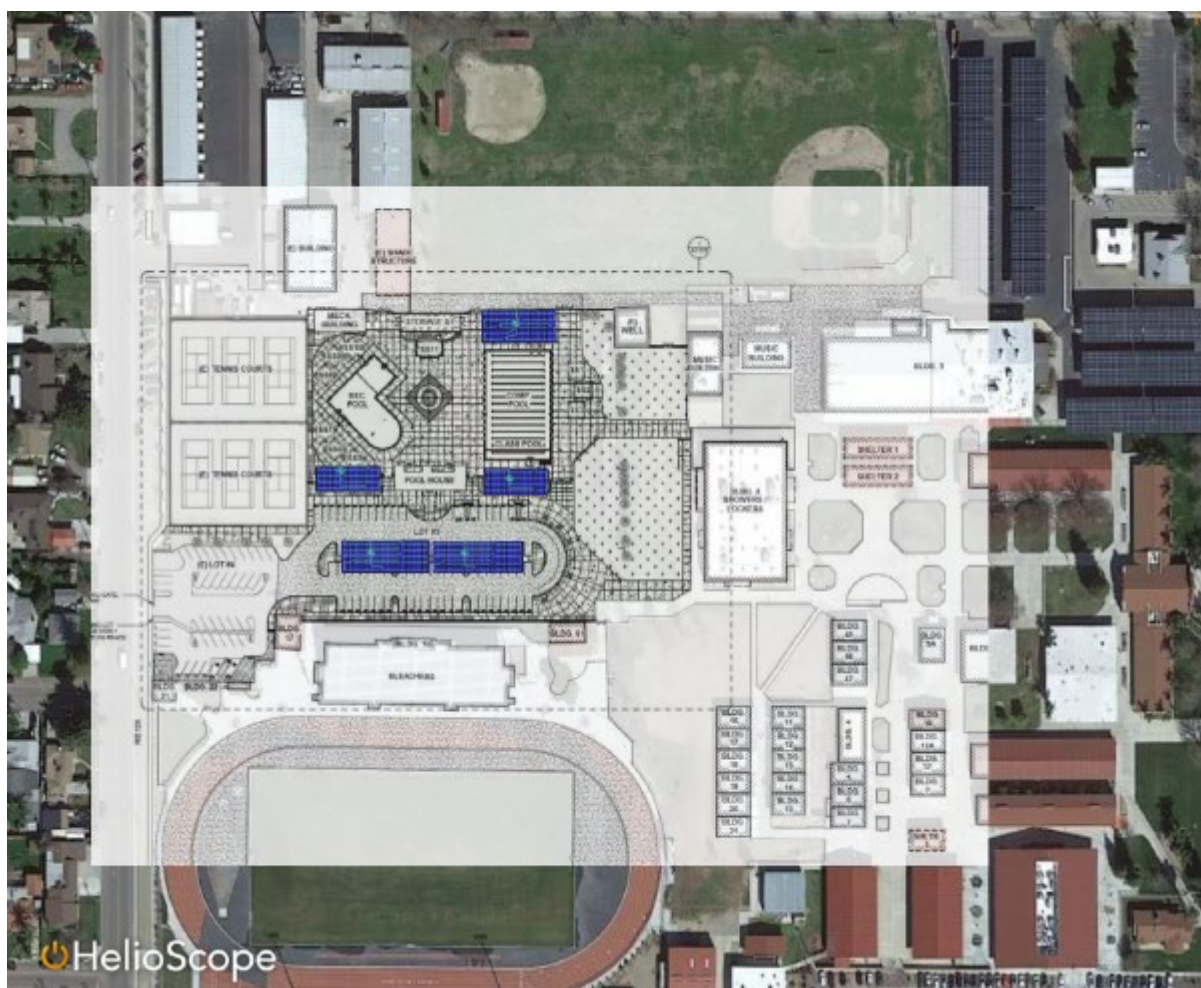


EXHIBIT E TO OPERATION AND MAINTENANCE AGREEMENT

Annual Energy Production Evaluation

A. Cumulative Annual Energy Production Measurement

The Cumulative Annual Energy Production is the actual AC electrical output in kilowatt-hours (kWh) for the Annual Production Period as measured and recorded by all of the Systems revenue meter(s) and adjusted for meter calibration error, if required.

B. Expected Annual Energy Production Calculation

At the completion of each Annual Production Period, the Operator shall update the software model of the Systems to calculate the Expected Annual Energy Production of the Systems for that period for comparison with the Cumulative Annual Energy Production of the same period. The model shall use the actual meteorological data and/or reference cell data from the performance monitoring system at the Site.

The input values used in the System Model shall include the following parameters based on the final installed System:

- Albedo
- Module orientation
- Shading
- Equipment models and configuration
- Module thermal parameters
- Ohmic losses
- Module quality and mismatch losses
- Soiling losses, adjusted for calendar month and washing frequency
- IAM losses

Hidden parameters and preferences within the model shall remain at default values unless noted and justified. All input parameter values and assumptions shall be provided with the model for review, and shall remain consistent from year to year.

The following factors shall be adjusted in the System Model each year of operation:

- Actual weather data for the Annual Production Period
- Smoke, dust, and other air pollutants
- Manufacturer Module degradation factors (Manufacturer Module Power Output Warranty)
- Adjustments per Section 5(g), 5(h), 5(i), and 5(j)

The final model calculation shall detail the Expected Annual Energy Production on an hourly basis (8760 hours per year) in addition to a total output value in kilowatt-hours (kWh).

C. Annual Energy Production Evaluation

The measured Cumulative Annual Energy Production value for the System shall be compared with the calculated Expected Annual Energy Production value and evaluated as described in Section 5, Operator's Guarantee, of this Agreement.

D. Modeled Annual Energy Production Calculation

The temperature-derate model used by Operator to determine the modeled level of production a System. The System losses, DC system size, CEC inverter efficiency, and the panel temperature coefficient is the accumulation of losses, degradation rates, and efficiencies which are evaluated on an annual basis. These losses are initially calculated upon project commissioning and will only be re-calculated if components fail, degrade, or are changed. Cell temperature and POA irradiance are real-time calculations based on measurements from a reference cell.

Our Operator's System model is a combination of System specifications, estimated soiling, shade expectations, degradation expectations. This model is calculated by using the single line as-built plans and a production summary report from HelioScope and are re-evaluated for accuracy on an Annual basis. The Modeled Energy equation is:

$$\text{Modeled Energy}(kW AC) = \sigma \times (1 - S) \times \frac{I}{1000} \times P \times (1 + \gamma \times (T - 25))$$

Where:

T = Cell Temperature

S = System Model Loss

I = POA Irradiance

P = DC System Size

σ = CEC Inverter Efficiency

γ = Temperature Coefficient of the Panel

This modeled production will be compared to actual measured production to calculate operational performance of the System. Unplanned System outages and soiling above expectations will be evaluated and included in System losses.

**EXHIBIT F
TO
OPERATION AND MAINTENANCE AGREEMENT**

RATES FOR ADDITIONAL SERVICES

2025 RATE SCHEDULE

<u>Maintenance Services</u>	
<i>Journeyman Electrician/Technician</i>	<i>\$185</i>
<i>Electrician/Technician</i>	<i>\$170</i>
<i>Field Engineer/Inspector</i>	<i>\$175</i>
<u>Professional and Technical Services</u>	
<i>Project Manager/Principal Engineer</i>	<i>\$220</i>
<i>Associate Engineer</i>	<i>\$160</i>
<i>Project Assistant</i>	<i>\$95</i>
<u>Supplemental Services</u>	
<i>Module Cleaning</i>	<i>As Quoted</i>
<i>Cellular/Communication/Monitoring</i>	<i>As Quoted</i>

Other Costs

1. Cost per truck roll for services above and beyond this Agreement to be invoiced at time and materials (T&M) rate listed above and dispatched per Owner's request.
2. Daily/Saturday Overtime will be billed at 1.5 times the hourly rates. Sunday/Holiday Overtime will be billed at 2 times the rates.
3. Direct Expenses and Module Cleaning (non-equipment) will be billed at cost plus 15%.
4. Mileage will be billed at the published IRS mileage rates in effect.
5. Travel time to and from Owner Sites will be billed at hourly rates shown above.
6. Federal published per diem rates (GSA) will apply if applicable.
7. Subcontractors will be billed at invoice price plus 15%.
8. Rates will escalate at Escalation Rate.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE SALE OF SURPLUS PROPERTY**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **N/A**

DISCUSSION: The Board authorizes the sale of the following obsolete items to the highest responsible bidder or can reject all bids. (Education Code 17545. Requirements have been met.)

The governing board authorizes the attached list of items to be declared as surplus property and sold to the highest responsible bidder:

- | | |
|---|---------------------|
| 1. (2) Warmers | 7. (4) Lunch tables |
| 2. (4) Ice chests | |
| 3. (1) Small deep freezer | |
| 4. (3) Carts, stainless steel prep tables, and racks. | |
| 5. (2) Stainless steel prep tables | |
| 6. (7) Food racks | |

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Raffi Soghomonian, Director of
Facilities, Maintenance, Operations and Transportation*

BOARD GOAL:

☐

1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the sale of surplus property.

PROPOSED ACTION:

APPROVE

Item #: 7

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVAL OF CTE BUILDING CHANGE ORDER**

ATTACHMENTS: **CHANGE ORDER PROPOSAL**

FUNDING SOURCE: **GENERAL FUNDING**

DISCUSSION: During the Division of the State Architect (DSA) review process, modifications were made to the original CTE building plans. This change order upgrades the roll-up doors to a one-hour fire rating to ensure full compliance with state safety standards. The change order amount increases the original contract sum by \$26,130.72.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Raffi Soghomonian, Director of
Facilities, Maintenance, Operations and Transportation*

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☒

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☐

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Change Order Proposal.

PROPOSED ACTION:

APPROVE

Item #: 8



Change Order

Corporate Headquarters
7535 N. Palm Ave. #201
Fresno, CA 93711

559.437.0887 T

559.438.7554 F

teterae.com

Change Order No.: 01

☐	Owner:	Cutler-Orosi Joint Unified School District	☐	Inspector:	Armando Garcia
☐	Architect:	Elizabeth Garcia, TETER	☐	DSA:	Sacramento
☐	Contractor:	Meehleis Modular Buildings, Inc.	☐	Other:	

PROJECT:

Orosi High School CTE Building – Modular Bid Package
Cutler-Orosi Joint Unified School District
Orosi, CA

Date.: August 20, 2026

TETER Project No.: 25-13193

CONTRACTOR:

Meehleis Modular Buildings, Inc.
1303 East Lodi Avenue
Lodi, CA 95240

Client Project No.: N/A

DSA File No.: 54-H8

DSA Appl. No.: 02-123728

INCLUDES THE FOLLOWING:

Change Order 02 pages

Attachments 01 pages

TOTAL 05 pages

Not valid until signed by Owner, Architect and Contractor. The Contract is changed as follows:

The original Contract Sum was	\$ 6,944,211.00
Net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 6,944,211.00
The Contract Sum will be increased by this	\$ 26,130.72
The new Contract Sum including this Change Order will be	\$ 6,970,341.72
The Contract Time will be increased by	0 Calendar Days
The date of Completion as the date of this Change Order is	February 15, 2027

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price, which have been authorized by Construction Change Directive.

TETER

Architect

7535 N. Palm Ave., Ste. 201;
Fresno, CA 93711

Address

By:

Robert Thornton

Date: 8/21/26

Stamp:

Meehleis Modular Buildings, Inc.

Contractor

1303 East Lodi Avenue
Lodi, CA 95240

Address

By:

Mark Meehleis

Date: 8/21/26

Cutler-Orosi Joint Unified School District

Owner

12623 Avenue 416
Orosi, CA 93647

Address

By:

Raffi Soghomonian

Date:

1-01: ROLL UP DOOR CHANGES*[COR 03]*

Description of Change: Furnish and install two 1-hour rated roll-up doors at Room 121 Industrial Tech Lab.

Reason for Change: Per DSA comments Room 121 walls required 1-hour rated openings.

Change Requested By: Architect/Engineer.

Increased Amount: **\$ 26,130.72**

TOTAL CHANGE ORDER NO. 01:..... **\$ 26,130.72**

TOTAL CONTRACT TIME EXTENSION CHANGE ORDER NO. 01:..... **0 Calendar Days**

END OF CHANGE ORDER NO. 01



MEEHLEIS MODULAR BUILDINGS, INC. LICENSE No.

1303 EAST LODI AVENUE, LODI CA. 95240 (209) 334-4637 (209) 334-4726 Fax.

WEBSITE: www.meehleis.com Email: steve@meehleis.com

CA-473488

NV-037887

Change Request

To: Liz Contreras
Teter
7535 N. Palm Avenue
#201
Fresno, CA 93711
Ph: (559)437-0887

Number: 3

Date: 7/10/26

Job: 25777 Cutler Orosi HS CTE Mod Bldgs

Phone:

Description: Cost to change two roll up doors to 1hr

Source: Other

We are pleased to offer the following specifications and pricing to make the following changes:

Bid plans did not indicate 1hr construction at room 121 Industrial tech lab. When plans were returned to us from DSA with comments DSA indicated this room needed to be 1h. Please see original bid vs revised bid.

Work performed by subcontractors:

Description	Subcontractor	Price
Roll-Up Door		\$24,640.00
	Subtotal:	\$24,640.00
	Subtotal:	\$24,640.00
	OHP 5%	\$24,640.00 5.00 % \$1,232.00
	Bonds and Insurance	\$25,872.00 1.00 % \$258.72
	Total:	\$26,130.72

If you have any questions, please contact me at 209-334-4637.

Submitted by: Mark Meehleis
Meehleis Modular Buildings

Approved by: _____
Date: _____

Varsity Doors Inc.

3940 Rosedale Hwy
 Bakersfield, CA 93308
 Phone: (661) 333-5701
 Varsitydoors.com
 California Contractor License #: 1033710
 DIR #: 1000054339

			Date
			05/08/2024
Customer:	Contact Information:	Job:	Location:
Meehleis Modular Buildings, Inc.	Estimating Phone: (209) 334-4637 Email: mark@meehleis.com	Orosi HS CTE	Bakersfield, CA

Qty:	Description:	Installed Unit Price:	Installed Total Price:	Options:
1 115B	Cookson insulated steel rolling service doors model ESD20: - Size: 12 x 10 - Finish: Powder Coat, Color TBD by architect - Slats: 24/24 gauge; insulated - Motor operation: MGH 5011; 11.5v/ 1ph power - Safety: bottom 2 wire electric sensing edge - Control: Standard surface mount open/ stop/ close station - Strobe and ADA horn included	\$18,215	\$18,215	Alternate 1: Chain hoist in lieu of motor: Deduct \$900
3 115D, 116D, 121B	Cookson insulated steel rolling service doors model ESD20: - Size: 10 x 10 - Finish: Powder Coat, Color TBD by architect - Slats: 24/24 gauge; insulated - Motor operation: MGH 5011; 11.5v/ 1ph power - Safety: bottom 2 wire electric sensing edge - Control: Standard surface mount open/ stop/ close station - Strobe and ADA horn included	\$15,615	\$46,845	Alternate 1: Chain hoist in lieu of motor: Deduct \$2,700
1 116B	Cookson insulated steel rolling service doors model ESD20: - Size: 10 x 10 - Finish: Powder Coat, Color TBD by architect - Slats: 24/24 gauge; insulated - Motor operation: MGH 5011; 11.5v/ 1ph power - Safety: bottom 2 wire electric sensing edge - Control: Standard surface mount open/ stop/ close station - Strobe and ADA horn included	\$21,690	\$21,690	Alternate 1: Chain hoist in lieu of motor: Deduct \$900
	TOTAL		\$86,750	

- Prevailing wage rates quoted; M-F Normal business hours
- Lead Time: TBA
- Addendum 1-3 acknowledged
- All electrical by others including low voltage
- Openings to be provided by others
- Quote is only valid given current market conditions. Any increases in material freight or tax will not be marked up from this quote but will be passed along to the customer
- Quote good for 90 days
- All backing and demolition to be by others

Steve Chapman

Varsity Doors, Inc.

(661) 231-3705

steve@varsitydoors.com





Varsity Doors Inc.

3940 Rosedale Hwy
Bakersfield, CA 93308
Phone: (661) 333-5701
Varsitydoors.com
California Contractor License #: 1033710
DIR #: 1000054339

			Date
			07/01/2026
Customer:	Contact Information:	Job:	Location:
Meehleis Modular Buildings, Inc.	Estimating Phone: (209) 334-4637 Email: mark@meehleis.com	Orosi HS CTE	Bakersfield, CA

Qty:	Description:	Installed Unit Price:	Installed Total Price:	Options:
1 115B	Cookson insulated steel rolling service doors model ESD20: - Size: 12 x 10 - Finish: Powder Coat, Color TBD by architect - Slats: 24/24 gauge; insulated - Motor operation: MGH 5011; 115v/ 1ph power - Safety: bottom 2 wire electric sensing edge - Control: Standard surface mount open/ stop/ close station - Strobe and ADA horn included	\$18,215	\$18,215	Alternate 1: Chain hoist in lieu of motor: Deduct \$900
1 121B	Cookson insulated steel rolling service doors model ESD20: - Size: 10 x 10 - Finish: Powder Coat, Color TBD by architect - Slats: 24/24 gauge; insulated - Motor operation: MGH 5011; 115v/ 1ph power - Safety: bottom 2 wire electric sensing edge - Control: Standard surface mount open/ stop/ close station - Strobe and ADA horn included	\$15,615	\$15,615	Alternate 1: Chain hoist in lieu of motor: Deduct \$2,700
1 116B	Cookson insulated steel rolling service doors model ESD20: - Size: 16 x 10 - Finish: Powder Coat, Color TBD by architect - Slats: 24/24 gauge; insulated - Motor operation: MGH 5011; 115v/ 1ph power - Safety: bottom 2 wire electric sensing edge - Control: Standard surface mount open/ stop/ close station - Strobe and ADA horn included	\$21,690	\$21,690	Alternate 1: Chain hoist in lieu of motor: Deduct \$900
2 115D, 116D,	Cookson model ERD20 Firemeiser insulated rolling fire door: - Size: 8'8" x 10 - Finish: Powder Coat, Color TBD by architect - Slats: 24/24 gauge; insulated - Motor operation: ALARMGARD FS-31EP 1/3 HP 120-1-60 FAILSAFE OPERATOR. NO AUXILIARY HAND CHAIN. - Safety: bottom 2 wire electric sensing edge - Control: Standard surface mount open/ stop/ close station - Strobe and ADA horn included - Thru-wall fusible link system - R-BBU 24 VDC Battery back up for alarm guard motor - Surface mount 3 button control station	\$27,935	\$55,870	- Power for door operator to be by others. - Fire/ Smoke alarm system to be provided by others - All conduit and junction boxes by others - Terminating previously pulled wire is included to door system for power, activation and fire component activation (1) additional mobilization for drop test included - Deduct Alt Chain Hoist: \$1,800
	TOTAL		\$111,390	

- Prevailing wage rates quoted; M-F Normal business hours
- Lead Time: TBA
- Addendum 1-3 acknowledged
- All electrical by others including low voltage
- Openings to be provided by others
- Quote is only valid given current market conditions. Any increases in material freight or tax will not be marked up from this quote but will be passed along to the customer
- Quote good for 90 days
- All backing and demolition to be by others

Steve Chapman

Varsity Doors, Inc.

(661) 231-3705

steve@varsitydoors.com

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) CALIFORNIA STATE POLYTECHNIC UNIVERSITY HUMBOLDT**

ATTACHMENTS: **MEMORANDUM OF UNDERSTANDING**

FUNDING SOURCE: **N/A**

DISCUSSION: This agreement establishes a partnership between the District and Cal Poly Humboldt to place university students in District classrooms for practice teaching, observations, and required fieldwork. It allows the District to support the development of future educators while providing credential candidates with hands-on instructional experience.

ITEM SUBMITTED AND APPROVED BY:

*Name and title of administrator who reviewed and approved this item: **Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

☐

1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☒

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☐

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the MOU with California State Polytechnic University Humboldt.

PROPOSED ACTION:

APPROVE

Item #: 9

THIS AGREEMENT, made and entered into as of this 1st day of _____, _____ by and between the State of California through THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY, all of which are hereinafter called the "State" or "State University," and the _____ School District of _____ County, herein after called the "District":

WITNESSETH:

WHEREAS, the District is authorized to enter into agreements with the State, to provide teaching experience through practice teaching or observation to students enrolled in teacher training curricula, and other fieldwork experience to students enrolled in other curricula of the State University; and

WHEREAS, any such agreement will provide no payment for the Practice Teaching services rendered by the District; NOW, THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The TERM of the Agreement is from _____, _____ to June 30, _____. The State shall provide no payment to the District for services required for any Practice Teaching placements.

GENERAL TERMS

1. The District shall provide to State University students experience through practice teaching, observations or other field work in schools and classes of the District. The experience provided by said student placements shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for such observational, practice teaching or other field work placement any student of the State University assigned in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the State University in the District.

"Practice Teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. An assignment of a student of the State University to schools or classes of the District shall be, at the discretion of the State, for (1) Practice Teaching or for (2) Field Work. A student may be given more than one assignment by the State University in such schools or classes.

The assignment of a student of the State University to the District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

3. Except as otherwise provided herein, the State University shall provide workers' compensation insurance during the period for which the students are assigned to the District by the State University. All premiums or any other costs therefore shall be paid by the State University.
4. Except as otherwise provided herein, the State University shall inform each student regarding the availability of professional liability insurance. Students enrolled in Education credential programs are covered by the State University Student Professional Liability Insurance Program. Evidence of Coverage is provided upon request.
5. All the terms and conditions of this agreement apply to the placement of students of the State University for observational experience, with the exception that those students will not be covered by workers' compensation insurance as provided in Paragraph 3 hereof. In addition, all the terms and conditions of this agreement apply to the placement of students of the State University for assigned field work other than practice teaching.
 - a. State University shall defend, indemnify and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents, or employees.
 - b. District shall defend, indemnify and hold State University, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of State University, its officers, agents, or employees.
6. The District agrees to accept students without regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief.
7. District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. District, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, District will take steps to comply with the modified, changed or updated guidelines or directives. If at any time District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the State of that fact.
8. State University will ensure that participating students will not be placed at District with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is completed and participating students are granted Certificate of Clearance by the State of California.
9. State University shall ensure that participating students have provided evidence of tuberculosis screening administered in the first semester of their teacher preparation program.
10. The District shall provide to the University's credential candidates experiences through practice teaching, observations, or other field work in schools and classes of the district. The experience provided by said candidate placements shall be provided in appropriate schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and State through their duly authorized representative may agree upon.

11. The District shall provide opportunities for the University students to practice and provide literacy instruction. The University's credential candidates will engage in practice teaching of oral and written language including meaning-making, language development, and effective expression, as appropriate to the credential program. The University students will have the opportunity in the clinical practice placement to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the teacher performance expectations and standard. The District shall ensure candidates have access to student records, including Individualized Education Plans (IEPs) and 504 plans, in order to shape instruction. While in the clinical practice placement, the University credential candidates will be expected to take and pass a literacy performance assessment approved by the Commission on Teacher Credentialing that includes a focus on foundational literacy skills and the additional cross-cutting themes in literacy.
12. Both Parties shall procure and maintain in force during the term of this Agreement, at their sole cost and expense, insurance in amounts reasonably necessary to protect them against liability arising from any and all negligent acts or incidents caused by each party's employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars (\$2,000,000) for each occurrence and four million dollars (\$4,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A or better by AM Best of a qualified program of self-insurance. Both parties shall maintain and provide evidence of workers' compensation coverage as required by law. Upon request, each party shall provide for not less than thirty (30) days notice of cancellation to Agency. Each party shall promptly notify the other party of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder. Upon written request, the University can provide a copy of the certificate of insurance along with additional insured and endorsements.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY
California State Polytechnic University, Humboldt

District:



Edna J Lewis
2026.01.16 16:41:05
-08'00'

Edna Lewis,
Procurement Specialist
Contracts & Procurement

Signature

By: Yolanda Valdez

Print Name

Superintendent

Title

CERTIFICATION (if applicable)

I, the duly appointed and acting Clerk or Secretary or Governing Board of the Board of School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meetings of said Board held on September 10, 2026

"It was moved, seconded, and carried that the attached contract with the Trustees of the California State University, whereby the University may assign students to the schools in the School District for practice teaching be approved; and the district is hereby authorized to execute the same."

School District:

By: _____

Clerk, Secretary (strike one) of the Governing Board of the School District

County:

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MEMORANDUM OF UNDERSTANDING (MOU)**
WITH TULARE COUNTY SUPERINTENDENT OF
SCHOOLS

ATTACHMENTS: **MEMORANDUM OF UNDERSTANDING**

FUNDING SOURCE: **N/A**

DISCUSSION: It is requested that the Board approve the Memorandum of Understanding between the Tulare County Superintendent of Schools and Cutler-Orosi Joint Unified School District for participation in the California Center on Teaching Careers Program. This program supports and mentors student teachers (teacher residents) to better prepare and retain them for future teaching careers within our district.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: **Sunsie Tumacder, Assistant
Superintendent of Administrative Services***

BOARD GOAL:

☐

1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☒

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☐

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the MOU with the Tulare County Superintendent of Schools.

PROPOSED ACTION:

APPROVE

Item #: 10

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

August 25, 2026

Cutler-Orosi Unified School District
12623 Avenue 416
Orosi, CA 93647

Ms. Yolanda Valdez,

Attached is your Memorandum of Understanding for **2026-2027** from
California Center on Teaching Careers.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,

Karla Doyer

Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

Responsibilities

Responsibility of Superintendent *

- a) Hire the appropriate staff and key personnel to fully execute the project's goals and deliverables.
- b) Provide a workspace for staff and key personnel to perform daily responsibilities.
- c) Provide ongoing communication, coordination, and collaboration throughout the project.
- d) Schedule in-person classroom visits or video conferences, as needed, to review processes and make necessary adjustments to the project.
- e) Establish procedures for evaluating and improving programs.
- f) Create marketing materials for recruiting teacher candidates.
- g) Execute the recruitment and selection of teacher candidates for the project.
- h) Develop a mechanism through which teacher candidates can be screened, admitted to a credential program, placed in a classroom, supported through the program, and tracked through program completion.
- i) Provide monthly summit training for the residents and mentors. These include, but are not limited to, the following:
 - a) Project Orientation Meeting
 - b) Local/State Evaluation/Data Activities (i.e., Surveys, Questionnaires, Focus Groups, Interviews)
- j) Provide professional development sessions related to the Teacher Residency project: 6 Mentor Teacher Summits (Aug. 2026, Sept. 2026, Oct. 2026, Feb. 2027, Mar. 2027, Apr. 2027)
- k) Collaborate in creating a system for recruiting, screening, selecting, training, supporting, and compensating mentors/coaches/cooperating teachers.
- l) Distribute stipends to residents and mentors in accordance with the grant guidelines.
- m) Create, approve, execute, and administer living stipend contracts for teacher residents; agency agreements and contracts for partners; invoices; and payments for teacher residents.
- n) Develop a comprehensive reporting system to collect expenditures, activities, benchmarks, narratives, data, progress updates, matching backup, and other project-related information.
- o) Submit required reports to the CTC and other oversight entities.
- p) Respond and adhere to all state and federal laws regarding requests for reports, data collection, evaluation, communication, and budget information for the project.

Responsibility of Entity *

- a) Provide the necessary staff to meet the SUPERINTENDENT's expectations.
- b) Provide space/facilities for credentialing preparation training, assignment placement, mentor/coaching/cooperating teacher, and teacher residents.
- c) Consider retaining TRRE project graduate(s) for employment if funding and positions are available, and if the graduate meets District-established performance and qualification standards. Additionally, permit the project graduate to participate in professional development or communities of practice with the SUPERINTENDENT.
- d) Allow project participants to attend and benefit from the same District-sponsored professional development opportunities as their mentors. Additionally, enable participants to take advantage of the SUPERINTENDENT's professional development opportunities.
- e) Agree to provide the following support and commitment:
 - a) Professional Development for Specific Content Areas for Project Teacher Residents.
 - b) DISTRICT co-teacher of coursework.
 - c) A District email and ID badge per teacher resident.
 - d) A necessary portion of FTE Salary/Benefits for the Administrator on an assignment that will assist with facilitating the residency program.
- f) Cooperate with TCOE in finding appropriate mentors and clinical placements for project participants.
- g) Participate in the co-selection and placement of the project residents and mentor teachers.
- h) Support and permit teacher residents and mentors to actively participate in the monthly learning communities. These include, but are not limited to, the following:
 - a) Project Orientation Meeting.
 - b) Local/State Evaluation/Data Activities (i.e., Surveys, Questionnaires, Focus Groups, Interviews).
- i) Support and allow mentors to participate in professional development sessions related to the Teacher Residency project: 6 Mentor Teacher PD's/Learning Communities (Aug. 2026, Sept. 2026, Oct. 2026, Feb. 2027, Mar. 2027, Apr. 2027).
- j) Add to the school payroll and compensate all project teacher residents as district employees when working as substitutes.
- k) Participate in formal and informal evaluations/data collection activities as requested by TCOE through external evaluators (e.g., Surveys, questionnaires, interviews, etc.).
- l) Participate in quarterly leadership meetings with TRRE leadership to evaluate and plan projects.
- m) Partner with TCOE's LCAP team to develop and execute a sustainability plan that supports retaining TRRE graduates in employment.

Contract**MOU# M27043****Contract Text**

**MEMORANDUM OF UNDERSTANDING
BETWEEN
TULARE COUNTY SUPERINTENDENT OF SCHOOLS
AND
Cutler-Orosi Joint Unified School District**

THIS MEMORANDUM OF UNDERSTANDING (MOU) is entered into as of 8/1/2026, between the Tulare County Superintendent of Schools, referred to as SUPERINTENDENT and Cutler-Orosi Joint Unified School District, referred to as DISTRICT, wish to provide services as described in the attached SCOPE OF SERVICES.

ACCORDINGLY, IT IS AGREED:

1. TERM: This MOU shall become effective as of 8/1/2026 and shall expire on 6/30/2027.

2. SERVICES: The parties shall each be responsible for the items listed in the attached SCOPE OF SERVICES.

3. INDEMNIFICATION: SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this MOU. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this MOU, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this MOU, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this MOU as to any acts or omissions occurring under this MOU or any extension of this MOU.

4. TERMINATION: Either party may terminate this MOU without cause by giving thirty (30) written notice to the other party.

THE PARTIES, having read and considered the above provisions, indicate their acceptance of this Memorandum of Understanding by their authorized signatures below.

Contact Person & Phone #: Dr. George Rodriguez @ 559-302-3640

THE ENTITIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

Date

08/20/2026

TULARE COUNTY SUPERINTENDENT OF SCHOOLS *

Tim A. Hire

Tim A. Hire, Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091, Visalia Ca 93278

Cutler-Orosi Joint Unified School District

Yolanda Valdez, Superintendent
Cutler-Orosi Joint Unified School District
12623 Avenue 416 Orosi, CA 93647

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY SCHOOLAI ORDER FORM**

ATTACHMENTS: **SCHOOLAI ORDER FORM**

FUNDING SOURCE: **LCAP**

DISCUSSION: Attached for Board ratification is an order form for a district-wide subscription for SchoolAI Classroom Pro w/ Browser Ext. The SchoolAI platform streamlines education by reducing administrative burdens for teachers, personalizing instruction for students, and providing leaders with data driven insights.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:

☒

1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends the Board ratify the order form for the SchoolAI subscription.

PROPOSED ACTION:

RATIFY

Item #: 11



Order Form

This SchoolAI Order Form (“**Order Form**”) is entered into between SchoolAI Inc., a Delaware corporation with offices at 2000 Ashton Blvd #500, Lehi, Utah 84059 and the subscriber identified below (“**Client**”). This Order Form is effective as of the date of last signature below (“**Effective Date**”).

Client Information

Name:	Cutler-Orosi Joint Unified
Address:	12623 Avenue 416 Orsi, CA, 93647
Email of Contact Person	shswanson@cojUSD.org

Initial Subscription Date: 2026-09-01 - 2027-08-31

Upon the expiration of the Initial Subscription Period, the subscription term will automatically renew for additional Renewal Terms in 12 month increments unless terminated in accordance with the Terms.

Services and Pricing:

Section name

SchoolAI Classroom Pro w/ Browser Ext.

Price \$6.00 per year

Quantity 3800

Total \$22,800.00 per year

Section total \$22,800.00

Total \$22,800.00

Billing Contact

Name: Monica Perez

Email: moperez@cojUSD.org

My organization is tax exempt ☐

Payment Terms:

The applicable Fees are due and payable upon the Effective Date or, if applicable, the end of the Trial Period (the “**Initial Payment Date**”). Upon commencement of a Renewal Term the Subscription Fee will be invoiced on the anniversary of the Initial Payment Date and payable in accordance with the Agreement.

General Terms:

This Order Form incorporates by reference the Terms of Service which can be found at schoolai.com/msa (“**Terms**”) as if fully set forth herein. In the event of any conflict between this Order Form and the Terms, this Order Form will control. All capitalized terms not defined in this Order Form have the meanings given in the Terms

By signing below, the Parties (i) accept and agree to be bound by the terms and conditions of this Agreement and (ii) for the individual signing on behalf of Client, represents that they have the authority to bind the Client to this Agreement.

“SchoolAI”	“Client”
SchoolAI, Inc.	Cutler-Orosi Joint Unified
By: <i>Ike Ramos</i>	By: <i>Shevonne Swanson</i>
Name: Ike Ramos	Name: Shevonne Swanson
Title: VP of Sales	Title: Asst. Supt. Ed. Services
Date: 08-13-2026	Date: 08-13-2026

CERTIFICATE *of* SIGNATURE

REF. NUMBER
ED7HK-KWZSA-JT98P-GRFGO

DOCUMENT COMPLETED BY ALL PARTIES ON
14 AUG 2026 00:08:17
UTC

SIGNER

SHEVONNE SWANSON

EMAIL
SHSWANSON@COJUSD.ORG

TIMESTAMP

SENT
13 AUG 2026 23:58:43

VIEWED
14 AUG 2026 00:04:16

SIGNED
14 AUG 2026 00:06:11

SIGNATURE

Shevonne Swanson

IP ADDRESS
50.115.195.158

LOCATION
FRESNO, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
14 AUG 2026 00:04:16

IKE RAMOS

EMAIL
IKE@SCHOOLAI.COM

SENT
13 AUG 2026 23:58:43

VIEWED
14 AUG 2026 00:07:35

SIGNED
14 AUG 2026 00:08:17

Ike Ramos

IP ADDRESS
75.82.94.48

LOCATION
CANYON COUNTRY, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
14 AUG 2026 00:07:35



CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE 6TH GRADE SCICON OVERNIGHT FIELD TRIPS**

ATTACHMENTS: **TULARE COUNTY OFFICE OF EDUCATION
SCICON AGREEMENT & 6th GRADE SCICON FIELD TRIP DATES**

FUNDING SOURCE: **LEARNING RECOVERY BLOCK GRANT**

DISCUSSION: Attached for Board approval is a request for an overnight stay for the 6th grade classes participating in the Tulare County Office of Education week-long SCICON camp. Classes will leave throughout the year on a Monday and return to school on the following Friday by 2:15pm. Participating in this event requires a weekly overnight stay. Teachers will attend SCICON and stay overnight as well. The estimated total cost for all trips is \$109,706.40.

**ITEM SUBMITTED AND
APPROVED BY:**

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:

☒

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the 6th grade SCICON overnight field trip.

PROPOSED ACTION:

APPROVE

Item #: 12

**Tulare County Office of Education
SCICON Week Trip (6th Grade) Agreement**

THIS AGREEMENT is entered into as of July 1, 2026, between the **Tulare County Superintendent of Schools**, referred to as COUNTY SUPERINTENDENT, and, Cutler-Orosi Unified School District referred to as DISTRICT, with reference to the following:

A. Education Code § 8765 authorizes the COUNTY SUPERINTENDENT to enter into an agreement with the governing board of any school district to provide programs and classes in outdoor science education and conservation education; and

B. The DISTRICT desires to have the COUNTY SUPERINTENDENT provide a program in outdoor science education and conservation education for the DISTRICT at SCICON (The Clemmie Gill School of Outdoor Science and Conservation), referred to as the Program.

ACCORDINGLY, IT IS AGREED:

1. COST OF PROGRAM:

SCICON Week (6th Grade) Trip Rate Schedule for the **2026-2027** school year:

\$ 304.74 Per Teacher/Support Staff		DISTRICT shall make full payment on or before June 30, 2027 .
\$ 53.77 Per High School Student Counselor Rate		
Per Student Rate:		
Five (5)-day week	\$ 304.74	Approximately <u>360</u> students (projected count)
Four (4)-day week	\$ 260.90	Approximately <u>0</u> students (projected count)
DISTRICT shall pay the per-student rates based on the greater of:		
a. 97% of the estimated number of students projected in May of the prior school year, OR		
b. The actual number of students in attendance.		

- 2. DISTRICT RESPONSIBILITIES:** The DISTRICT shall be responsible for all items listed below:
- Require its teaching and counseling staff to cooperate with the COUNTY SUPERINTENDENT'S staff in necessary preplanning and post-SCICON trip follow-up to ensure the carrying out of the objectives of the Program.
 - Require that its students are equipped with suitable and necessary bedding, clothing, and supplies while attending the Program as set forth in the materials provided in the teacher's packet.
 - Furnish high school student counselors at the Program at a minimum ratio of one (1) counselor to every eight (8) students (8:1), in addition to the classroom teacher. Counselor shortage will result in teacher responsibility for student cabins.
 - Provide support staff for special student accommodations (e.g. IEP/504) circumstances. This includes, but is not limited to: health aides, registered nurses, one-on-one aides, assisted daily living (ADL), support for physical disabilities, severe emotional or behavioral disorders, and mental health-related needs. The Program serves solely as a residential outdoor science school (ROSS) field trip site. The Program must be notified of any special accommodation and any support staff attending at least four (4) weeks in advance of your scheduled trip.
 - Notify the COUNTY SUPERINTENDENT of the number of students to attend the Program four (4) weeks before the scheduled date of attendance.
 - Provide transportation for its students, counselors and personnel to and from the Program.
 - Provide one (1) teacher per class the entire period that its students are in attendance at the Program. **If a teacher is required to leave the Program for any reason, the District shall provide a cleared substitute teacher to provide supervision for its students.**
 - On occasion, a school district may request that an adult volunteer or support staff accompany their students to the Program. The requesting school district shall have the volunteer successfully pass a fingerprint criminal background check as well as obtain a tuberculosis clearance.

**Tulare County Office of Education
SCICON Week Trip (6th Grade) Agreement**

- 3. COUNTY SUPERINTENDENT RESPONSIBILITIES:** COUNTY SUPERINTENDENT shall be responsible for all items listed on the reverse side of this Agreement as well as the following:
- a. Provide basic first aid supplies for students and other personnel of the DISTRICT during the periods they are attending the Program.
 - b. Provide complete food services for students and staff during the periods they are attending the Program (Monday through Friday).
 - c. Provide a teacher's packet for each teacher prior to visitation. The packet will include instructions, maps, schedules, registration forms, clothing and equipment lists, etc.

A. COUNTY SUPERINTENDENT RESPONSIBILITIES: COUNTY SUPERINTENDENT shall be responsible for all items listed on the reverse side of this Agreement as well as the following:

1. Provide the Program and classes in outdoor science, conservation, and environmental education pursuant to the requirements in Education Code § 8760 et seq., including coordination services.

B. INSURANCE: COUNTY SUPERINTENDENT and DISTRICT shall each provide adequate insurance coverage for its officers, employees, agents and students at and while traveling to and from said Program.

C. INDEMNIFICATION: COUNTY SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of COUNTY SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

D. ENTIRE AGREEMENT REPRESENTED: This Agreement represents the entire agreement between COUNTY SUPERINTENDENT and DISTRICT as to its subject matter and no prior oral or written understanding shall be of any force or effect. No part of this Agreement may be modified without the written consent of both parties.

Cutler-Orosi Unified School District

Date: _____

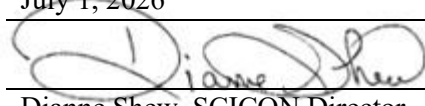
Sign: _____

Print: _____

Title: _____ Superintendent or Designee

COUNTY SUPERINTENDENT

Date: July 1, 2026

By:  _____

Dianne Shew, SCICON Director
Tim A. Hire, Tulare County
Superintendent of Schools or Designee

Week Trip Schedule									
School	District	Days	Week Scheduled	Students	Eagle Point	Teacher1	Teacher2	Teacher3	HS
El Monte	Cutler-Orosi Unified	5	9/21/2026	30	Eagle Point	David Belman			OR
El Monte	Cutler-Orosi Unified	5	9/21/2026	60		Lupe Barton	Jaquelin Valadez		OR
El Monte	Cutler-Orosi Unified	5	9/28/2026	30	Eagle Point	Colette Reed			OR
El Monte	Cutler-Orosi Unified	5	9/28/2026	60		Melissa Troncozo	Karina Martinez		OR
El Monte	Cutler-Orosi Unified	5	10/12/2026	30	Eagle Point	Christina Alvarez			OR
El Monte	Cutler-Orosi Unified	5	10/12/2026	30		Melissa Mota			OR
El Monte	Cutler-Orosi Unified	5	10/26/2026	30		Felicia Valencia			OR
El Monte	Cutler-Orosi Unified	5	10/26/2026	30	Eagle Point	Lindsay Mendoza			OR

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY COJUSD IAL GRANT & ALA SCOPE OF WORK AND FEE PROPOSAL**

ATTACHMENTS: **SCOPE OF WORK AND FEE PROPOSAL**

FUNDING SOURCE: **INNOVATIVE APPROACHES TO LITERACY (IAL)**

DISCUSSION: Attached for Board ratification is a proposal that outlines the professional services required to complete the remaining Innovative Approaches to Literacy (IAL) Grant activities, federal end-of-grant reporting, American Library Association (ALA) grants closeout activities, and additional library collection review services requested by the District. The total estimated services are \$7,814.48.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:

☒

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board ratify the Scope of Work and Fee Proposal.

PROPOSED ACTION:

RATIFY

Item #: 13

COJUSD Innovative Approaches to Literacy (IAL) Grant & American Library Association (ALA) Accessible Small and Rural Communities Grants Scope of Work and Fee Proposal

Consultant: Erin Wandler

Hourly Rate: \$84.94 per hour

Service Period: July 2026 – May 2027

Scope of Work

This proposal outlines the professional services required to complete the remaining Innovative Approaches to Literacy (IAL) Grant activities, federal end-of-grant reporting, American Library Association (ALA) grants closeout activities, and additional library collection review services requested by the District.

The proposal also includes services performed in July 2026 as part of the grant closeout process.

1. Services Performed in July 2026

Date	Time	Hours	Description
July 2	4:30–6:00 p.m.	1.50	IAL quotes and vendor follow-up
July 21	9:00–11:00 a.m.	2.00	IAL quotes, emails, and vendor follow-up
July 21	4:30–7:15 p.m.	2.75	Technology Report preparation
July 22	1:30–3:00 p.m.	1.50	El Monte circulation desk planning (ALA), Golden Valley Follett order, Palm Demco furniture order
July 31	2:00–4:15 p.m.	2.25	El Monte circulation desk, IAL orders, and IAL quotes

Hours Worked: 10

Total Cost: \$849.40

2. Innovative Approaches to Literacy (IAL) Grant Wrap-Up (August/September)

- Review remaining grant balances.
- Obtain and evaluate vendor quotes.
- Coordinate with vendors and district staff.
- Place and monitor purchase orders.
- Resolve purchasing issues and maintain grant documentation.

Estimated Hours: 16

3. IAL End-of-Grant Reporting (Anticipated January/February 2027)

- Pull, review, organize, and verify five years of grant data.
- Draft Executive Summary.
- Draft Budget Narrative.
- Develop Photo Summary.

- Review, finalize, and submit all required documentation through G5.

Estimated Hours: 42

4. American Library Association (ALA) Grants

- Palm Elementary:** Final installation coordination, walkthrough, documentation, and final reporting. (8 hours)
- El Monte Middle School:** Finalize circulation desk and sensory-friendly space enhancements, coordinate installation, walkthrough, documentation, and final reporting. (16 hours)

Estimated Hours: 24

Estimated Fee Summary

Project	Hours	Amount
Services Performed in July 2026	10	\$849.40
IAL Grant Wrap-Up	16	\$1,359.04
IAL End-of-Grant Reporting	42	\$3,567.48
ALA Grant – Palm Elementary	8	\$679.52
ALA Grant – El Monte Middle School	16	\$1,359.04
Total Estimated Services	92	\$7,814.48

Assumptions

The estimated hours are based on the current scope of work and known grant requirements. Estimates may be adjusted if grant requirements, vendor coordination, or project scope changes. Additional work beyond this scope will be agreed upon between consultant and district before the work is conducted. Additional work will be billed at the approved hourly rate.

Acceptance

Approval of this proposal authorizes the consultant to complete the services described above at the hourly rate of \$84.94, not to exceed the estimated hours outlined in this proposal without prior district authorization. Payment shall be processed in accordance with the District's standard accounts payable procedures.

Consultant Signature: 

Printed Name: Erin Wandler

Date: 08/10/26

Approval by COJUSD:

Signature: _____

Print: _____

Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY TULARE COUNTY OFFICE OF
EDUCATION (TCOE) THEATER COMPANY
AGENCY AGREEMENT NO. 270163**

ATTACHMENTS: **TCOE THEATER AGENCY AGREEMENT NO.
270163**

FUNDING SOURCE: **EXPANDED LEARNING OPPURTUNITY PROGRAM
(ELOP)**

DISCUSSION: Attached for Board ratification is an Agency Agreement from Tulare County Office of Education for Cutler Elementary, Golden Valley, and Palm School for OnStage theater program. OnStage is a traveling children's theater program that provides everything a school needs to develop an onsite musical production including props, costumes, sets, and experienced directors. The total cost of this agreement will be \$25,683.00.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:

☒

1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

**The Superintendent recommends the Board ratify the
TCOE Theater Agency Agreement No. 270163.**

PROPOSED ACTION:

RATIFY

Item #: 14

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

May 20, 2026

Cutler-Orosi Unified School District
12623 Avenue 416
Orosi, CA 93647

Ms. Yolanda Valdez,

Attached is your Agency Agreement for 2026-2027 from the Theatre Company.

Please sign and return either by e-mail or by mail to:

E-mail: karla.doyer@tcoe.org

OR

Mail: Tulare County Office of Education
Attn: Karla Doyer, Purchasing & Agreements Manager
P.O. Box 5091
Visalia, Ca 93278-5091

Please feel free to contact me if you have any questions. Thank you.

Sincerely,

Karla Doyer

Karla Doyer

Purchasing & Agreements Manager | 559-302-3729 | karla.doyer@tcoe.org

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

(Please provide a detailed description of services and deliverables to be provided by Culter-Orosi Joint Unified School District.)

RESPONSIBILITIES OF DISTRICT/SCHOOL

Shall establish an account with either MTI (Music Theatre International) OR Beat by Beat Press. They will apply and pay for licensing of the agreed upon show(s) as scheduled through Music Theatre International or the chosen title with Beat by Beat. Please note that the kits range from \$400-\$3,000 depending on the show selected.

Web: www.MTIShows.com; phone: (212) 541-4684

Web: <https://bbbpress.com/>; phone: (646) 481-2224

Shall show proof of purchase of their MTI license or Beat by Beat license and materials at least sixty days prior to their scheduled start date or the reservation will be canceled and void. Proof of purchase must be a forwarded email of the confirmation of payment sent to a Theatre Company representative.

Shall have a meeting with a TCOE representative before the OnStage Staff arrives at their school site to make sure all arrangements are met and secured, also known as a "site visit".

Shall provide a secure and consistent rehearsal and performance space during the time we are contracted at their school site.

Shall provide at least one school representative who will remain in the rehearsal space during rehearsals to assist OnStage Staff as needed.

PLEASE NOTE: If a school site can not provide a representative to be in the space with the team, this could be seen as a breach of contract and TCOE has the right to cancel the school visit at full cost to the school.

If TCOE has available staffing, they will add a third team member at the district/school's expense to insure student/teacher ratios are kept and activities can proceed.

Shall be responsible for the purchase of their show's video licensing for filming rights at an extra cost payable to MTI or Beat by Beat, if they wish to allow filming of the show by parents or family.

Shall be responsible for printing, distributing, and collecting all parent permission slips either before OnStage staff arrives or on day one of rehearsals.

Shall be responsible for copying any additional scripts as needed.

In the event a site is unable to copy scripts, they may contact TCOE to ask for assistance. This must be done at least three weeks prior to the first rehearsal date and the site must have received their show kit already. This will also result in an additional cost of \$15 per script.

Shall provide TCOE OnStage Staff with access to a school or class messaging system such as Class Dojo or REMIND so TCOE staff can message with show parents, if available.

Shall be responsible for determining ticket price and all ticket sales and have reported this to MTI or Beat by Beat, IF the school site wishes to sell tickets.

Shall understand that the cast size can not be larger than 40 students, unless under the discretion of the TCOE Theatre Company OnStage Program Manager or TCOE OnStage Staff.

Shall understand that OnStage Staff will arrive on a weekday and rehearse students for 15 (or contracted) weekdays, 2 hrs per day, and the performance will be on the last day in the evening at 5:00 P.M. unless other previous arrangements are made with OnStage Staff, the Onstage Program Manager, or Theatre Company Director. Shall understand the students' rehearsal hours on the performance day will be held as regular, even if they have an assembly earlier in the day. Unless previous arrangements have been made with OnStage Staff.

Shall be responsible for remitting payment to Tulare County Office of Education's Theatre Company for producing the agreed upon shows as scheduled in the amount agreed upon in invoices sent at the end of each performance at a school site.

Shall make sure to contact TCOE if any changes must be made to any previous arrangements that have been made. These changes must be communicated as soon as possible, as they might affect the teams availabilities.

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

RESPONSIBILITIES OF TCOE:

Shall provide two-three instructors to direct and produce the agreed upon shows as scheduled.

Shall contact District/School 30 days prior to start date to confirm box of materials has arrived (if District/School has not already confirmed arrival of materials).

Shall contact District/School at least two-four weeks prior to start date to set up a time for a Theatre Company representative to come out to the school site to meet with school staff and do a site visit.

At this meeting the rehearsal schedule for the duration of the rehearsals and confirmation of rehearsal/performance space and all technical capabilities and needs will be confirmed and decided. Additionally all questions and other needs can be addressed.

Shall provide 15 days (unless otherwise arranged), with 2 hrs per day, of instruction.

Shall provide additional hours of rehearsal, dress rehearsal, on the performance day.

Shall provide a student assembly if the school chooses to have one and schedules it with TCOE on the first day of instruction or before arrival date.

Shall provide all sets, props, and costuming materials for up to 40+ students for the production.

Shall be responsible for distributing the show's rehearsal tracks to all students after the FIRST rehearsal via a google drive link OR a QR code.

Shall provide posters, fliers, a show program, etc. for the show at the school's request.

Shall provide parent permission slips to the school site and the students.

Shall provide students with a basic art project that allows students to start thinking about character development and their show.

Shall provide students with education and skills aligned with State and Federal Arts Guidelines. TCOE's goal is to give students a basic, entry level understanding of Theatre and what it is like to audition and be in a theatrical production.

FEE SCHEDULE

The contract total for services to be provided are estimated to be

FEE SCHEDULE

The anticipated contract total for services to be provided is \$25,683

**Payment is due within 30 days of each invoice.

Staff Wages: \$21,700

School Year Mileage: \$1,648

Unanticipated or Additional Costs Not To Exceed 10%: \$2,335

including travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

Exhibit (A)	26-27 Cutler Orosi Exhibit A Scope of Services.pdf	93.91KB
Exhibit (B)		
Exhibit (C)		
Exhibit (D)		

AGENCY AGREEMENT 270163

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **Culter-Orosi Joint Unified School District**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as

8/3/2026

and shall expire on .

6/30/2027

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attached Scope of Services - Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of \$ 25,683.00

4. METHOD OF PAYMENT:

- a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
- b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions indicate their agreement by their authorized signatures below.

DISTRICT
Yolanda Valdez
Culter-Orosi Joint Unified School District
12623 Avenue 416
Orosi, CA 93647

SUPERINTENDENT
Tim A. Hire, Superintendent
Tulare County Superintendent of
Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

SUPERINTENDENT

Signature

Tim A. Hara

Date

5/19/2026

DISTRICT

Signature

Sign

Date

TCOE Program Information

Contact Person:

Bethany Rader

Telephone:

5596511482

Department/Program: Theatre Company

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

EXHIBIT A

OnStage SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT/SCHOOL

- Shall establish an account with either MTI (Music Theatre International) OR Beat by Beat Press. They will apply and pay for licensing of the **agreed upon show(s) as scheduled** through Music Theatre International or the chosen title with Beat by Beat. Please note that the kits range from \$400-\$3,000 depending on the show selected.
 - Web: www.MTIShows.com; phone: (212) 541-4684
 - Web: <http://bbbpress.com/>; phone: (646) 481-2224
- Shall show proof of purchase of their MTI license or Beat by Beat license and materials at least **sixty days prior** to their scheduled start date or the reservation will be canceled and void. Proof of purchase must be a forwarded email of the confirmation of payment sent to a Theatre Company representative.
- Shall have a meeting with a TCOE representative before the OnStage Staff arrives at their school site to make sure all arrangements are met and secured, also known as a "site visit".
- Shall provide a **secure and consistent rehearsal and performance space during the time we are contracted** at their school site.
- Shall provide **at least one school representative who will remain in the rehearsal space during rehearsals** to assist OnStage Staff as needed.
- **PLEASE NOTE: If a school site can not provide a representative to be in the space with the team, this could be seen as a breach of contract and TCOE has the right to cancel the school visit at full cost to the school.**
 - **If TCOE has available staffing, they will add a third team member at the district/school's expense to insure student/teacher ratios are kept and activities can proceed.**
- Shall be responsible for the purchase of their show's video licensing for filming rights at an extra cost payable to MTI or Beat by Beat, if they wish to allow filming of the show by parents or family.
- Shall be responsible for printing, distributing, and collecting all parent permission slips either before OnStage staff arrives or on day one of rehearsals.
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 - In the event a site is unable to copy scripts, they may contact TCOE to ask for assistance. This must be done at least **three weeks** prior to the first rehearsal date and the site must have received their show kit already. This will also result in an additional cost of \$15 per script.
- Shall provide TCOE OnStage Staff with access to a school or class messaging system such as Class Dojo or REMIND so TCOE staff can message with show parents, if available.
- Shall be responsible for determining ticket price and all ticket sales and have reported this to MTI or Beat by Beat, IF the school site wishes to sell tickets.
- Shall understand that the cast size can not be larger than 40 students, unless under the discretion of the TCOE Theatre Company OnStage Program Manager or TCOE OnStage Staff.
- Shall understand that OnStage Staff will arrive on a weekday and rehearse students for 15 (or contracted) weekdays, 2 hrs per day, and the performance will be on the last day in the evening at 5:00 P.M. unless other previous arrangements are made with OnStage Staff, the Onstage Program Manager, or Theatre Company Director.
- Shall understand the students' rehearsal hours on the performance day will be held as regular, even if they have an assembly earlier in the day. Unless previous arrangements have been made with OnStage Staff.

EXHIBIT A

- Shall be responsible for remitting payment to Tulare County Office of Education's Theatre Company for producing **the agreed upon shows as scheduled** in the amount agreed upon in invoices sent at the end of each performance at a school site.
- Shall make sure to contact TCOE if any changes must be made to any previous arrangements that have been made. These changes must be communicated as soon as possible, as they might affect the teams availabilities.

2. RESPONSIBILITIES OF TCOE:

- Shall provide two-three instructors to direct and produce **the agreed upon shows as scheduled**.
- Shall contact District/School 30 days prior to start date to confirm box of materials has arrived (if District/School has not already confirmed arrival of materials).
- Shall contact District/School at least two-four weeks prior to start date to set up a time for a Theatre Company representative to come out to the school site to meet with school staff and do a site visit.
 - At this meeting the rehearsal schedule for the duration of the rehearsals and confirmation of rehearsal/performance space and all technical capabilities and needs will be confirmed and decided. Additionally all questions and other needs can be addressed.
- Shall provide 15 days (unless otherwise arranged), with 2 hrs per day, of instruction.
- Shall provide additional hours of rehearsal, dress rehearsal, on the performance day.
- Shall provide a student assembly if the school chooses to have one and schedules it with TCOE on the first day of instruction or before arrival date.
- Shall provide all sets, props, and costuming materials for up to 40+ students for the production.
- Shall be responsible for distributing the show's rehearsal tracks to all students after the FIRST rehearsal via a google drive link OR a QR code.
- Shall provide posters, fliers, a show program, etc. for the show at the school's request.
- Shall provide parent permission slips to the school site and the students.
- Shall provide students with a basic art project that allows students to start thinking about character development and their show.
- Shall provide students with education and skills aligned with State and Federal Arts Guidelines. TCOE's goal is to give students a basic, entry level understanding of Theatre and what it is like to audition and be in a theatrical production.

3. FEE SCHEDULE

The anticipated contract total for services to be provided is \$25,683

**Payment is due within 30 days of each invoice.

Staff Wages: \$21,700

School Year Mileage: \$1,648

Unanticipated or Additional Costs Not To Exceed 10%: \$2,335

Please note our cancellation policy as follows: If the district fails to cancel 30 days prior to the first scheduled rehearsal, the district is responsible for paying 1/2 of the agreed upon contract fees as outlined above. Additionally, if once OnStage staff arrive and the school has not insured that at least 5 students have signed up to participate in the program and TCOE OnStage staff feel they must terminate their arrangement with the school site, the school site is still responsible for paying at least 50% of the overall quote. Please contact the Theatre Company, bethany.rader@tcoe.org if you have any questions.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY SAVE THE CHILDREN FEDERATION, INC
MEMORANDUM OF UNDERSTANDING (MOU)**

ATTACHMENTS: **SAVE THE CHILDREN FEDERATION, INC MOU**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board ratification is an MOU with Save the Children and Cutler-Orosi Joint Unified School District. The partnership leverages Save the Children's evidence-based curricula and early learning expertise alongside COJUSD ASES's commitment to enriching after school programming to address foundational mathematics learning gaps among the district's youngest students. The program will be implemented at Palm Elementary School, Cutler Elementary School, and Golden Valley Elementary School from July 1, 2026, through June 30, 2027, with total grant funding of \$215,017.79.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:

- ☒ 1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
- ☒ 2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
- ☒ 3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board ratify the MOU with Save the Children.

PROPOSED ACTION:

RATIFY

Item #: 15

AGREEMENT BY Save the Children Federation, Inc. TO Cutler-Orosi Joint Unified School District 12623 Avenue 416 Orosi, California 93647	
1. Program Name: Palm Elementary, Golden Valley Elementary, Cutler Elementary	2. Sub-award Number: 999007691, 999007695, 999007690
3. Sub-award Effective Date: 7/01/2026	4. Sub-award Expiration Date: 6/30/2027
5. Sub-recipient Contact Name and Information: Mrs. Yolanda Valdez Superintendent yovaldez@cojUSD.org	6. Save the Children Contact Name and Information: Salvador Zavala, Lead Associate, School Age Programs szavala@savechildren.org
7. Total Obligated Amount: \$215,017.79	8. Donor:
Cutler-Orosi Joint Unified School District By signing electronically, you agree that your electronic signature has the same legal effect as a handwritten signature.	
IN WITNESS WHEREOF , Save the Children Federation, Inc. and Sub-recipient have each caused this agreement to be executed on their behalf:	
Sub-recipient Authorized Representative: BY: <u>Yolanda Valdez</u> Mrs. Yolanda Valdez TITLE: Superintendent DATE: <u>8/17/2026</u>	Save the Children Federation, Inc. Authorized Representative: BY: <u>[Signature]</u> Lucero Ramirez TITLE: State Director DATE: <u>8/17/2026</u>

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1. Definitions and Scope of the Agreement
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 - b. Definitions
 - c. Total Sub-award Amount
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2. Appendices
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 - a. Roles and Responsibilities of SCUS
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 - c. Roles and Responsibilities of Parties
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 - a. Budget and Funding
 - b. Under-spending and Implementation Delays
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 - e. No Joint Venture; Independent Contractor; Sub-recipient Personnel
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 - g. Anti-Corruption Laws
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 - i. Compliance with SCUS Policies
 - i. Safeguarding and Counter-Human Trafficking Policy
 - ii. Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Policy
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- b. Mutual Termination
- c. Force Majeure
- d. Terms of Termination
- e. Duties Upon Termination

14. Assignment

15. Severability

16. Non-Waiver

1 Definitions and Scope of the Agreement

(a) **Purpose** This Agreement sets out the rights and responsibilities of Save the Children Federation, Inc. ("SCUS") to **Cutler-Orosi Joint Unified School District**, ("Sub-recipient"), in relation to the Agreement and implementation of the Program(s) at **Palm Elementary, Golden Valley Elementary, & Cutler Elementary**. It is agreed that the funding set forth in this agreement will be used exclusively for the Program objectives.

(b) **Definitions.** In addition to any term which is defined in a Section of the Agreement, the following terms shall have the definitions provided below:

- i. **"Budget"** means the budget for the Program(s) in Appendix 2 as varied or amended in accordance with Section 6;
- ii. **"Days"** means calendar days
- iii. **"Donor"** means the entity specified as donor in Section 8 of the Cover Sheet (as applicably noted)
- iv. **"Program(s)"** means the project or program specified in Section 1 of the Cover Sheet and Appendix 1;
- v. **"Site(s)"** means the school(s) and/or community site(s) listed in Section 1 **"Program Name"**
- vi. **"Sub-award"** means the grant to be made by SCUS to the Sub-recipient in accordance with the terms set out in this Agreement;
- vii. **"Sub-award Effective Date"** means the date specified as the start date in Section 3 of the Cover Sheet;
- viii. **"Sub-award Expiration Date"** means the date on which all the rights and obligations of the Parties set forth in this Agreement have been performed (other than under Section 6). See section 4 of the Cover Sheet;
- ix. **"Total Obligated Amount"** means the total amount of the Sub-award specified in Section 7 of the Cover Sheet;
- x. **"Year"** means the period beginning on this Agreement Start Date or any anniversary of this Agreement Start Date except that the final Year of this Agreement shall end on the Sub-award Expiration Date.

(c) Total Sub-award Amount

SCUS shall make the Total Obligated Amount in US Dollars available to the Sub-recipient at the times and upon the terms set out in this Agreement and subject to SCUS receiving the necessary funding.

(d) Gifts-in-kind

SCUS is actively pursuing gifts-in-kind contributions ("GIK") which may replace the Total Obligated Amount included in the Program budget. Should SCUS secure GIK, it will be passed through to the Sub-recipient and the dollar amounts of such GIK will be removed from the Total Obligated Amount of the Program. SCUS will send a formal budget revision at that time.

2 Appendices

The following Appendices which are indicated in the boxes provided below shall form part of this Agreement:

X Appendix 1 - Program documents

X	1.a. School Age Program Components – Afterschool and In-School
	1.b. Foster Grandparent Program Expectations
	1.c. Early Childhood Component
	1.d. Rural Early Learning Impact Expectations
X	1.e. Technology Guidelines
X	1.f. Data Use Agreement and Consent to Release Confidential Student Education Records
X	1.g. Partner plan
	1.h. Donor Conditions

X Appendix 2 - Program(s) Budget

X Appendix 3 – Save the Children Safeguarding and Counter-Human Trafficking Policy (as revised from time to time)

X Appendix 4 – Save the Children Code of Ethics and Business Conduct (as revised from time to time)

X Appendix 5 – Save the Children Zero-Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Policy (as revised from time to time)

X Appendix 6 – Save the Children Social Media Policy (as revised from time to time)

3 Responsibilities of the Parties

(a) Roles and Responsibilities of SCUS

SCUS will:

- i. Transfer funds in accordance with Section 4;
- ii. Provide guidance and technical assistance for the Sub-recipient to implement the Program(s) as described in the Program Plan (Appendix 1);
- iii. Engage in other monitoring activities necessary to effectively oversee this Sub-award which may include on-site visits to observe Program activities, financial monitoring, periodic implementation meetings and other measures necessary to monitor activities under this Sub-award. SCUS will endeavor to provide a minimum of one week prior notification for Program site visits. SCUS reserves the right to conduct unannounced site visits if it is deemed necessary to ensure Program operations and effectiveness.

(b) Roles and Responsibilities of the Sub-recipient

The Sub-recipient will:

- i. Be responsible for achieving the objectives of the Program(s) as described in Appendix 1, including planning, implementation, reporting and monitoring Program(s) activities;
- ii. Be responsible for the financial management and administration of the Program(s), which shall be undertaken in observance with all applicable federal and state laws

including 2CFR200 where applicable to relevant Sub-recipient organization type and in accordance with good management practice;

- iii. Report in writing to SCUS within seven (7) days of becoming aware of any of the following:
 - 01. Changes to the overall goal, objectives, or results set out in the Program(s) Plan in Appendix 1;
 - 02. Implementation delays of more than thirty (30) days;
 - 03. Changes to the amount of the total Budget for the Program(s);
 - 04. Budget variance of more than percentage/amount listed in section 4(a)(ii);
 - 05. Any other issues that would or could have a significant adverse impact on delivery of the Program(s) or the reputation of SCUS.
- iv. If Sub-recipient is contacted about this Agreement by a party other than SCUS, Sub-recipient shall notify SCUS of such communication and seek prior approval from SCUS for any resulting communication with such party;
- v. The Sub-recipient shall not use the names or logos of SCUS without the prior written consent of SCUS. The Sub-recipient shall not refer to its relationship with SCUS or to the Agreement without SCUS's prior written approval. Any public notices or communications by the Sub-recipient to the public, and in particular to the mass media or any public forum whatsoever (including press, radio, television, cinema, internet, etc.) relating to this Agreement shall be subject to prior written authorization by SCUS.
- vi. Facilitate visits from SCUS in connection with this Agreement.
- vii. Follow all Policies included in the Appendices

(c) Roles and Responsibilities of the Parties

During the implementation of the Program(s) each Party will avoid statements or actions which may, directly or indirectly, jeopardise the good name and reputation of the other Party.

4 Budget, Funds Transfers, and Financial Management

(a) Budget and Funding

- i. The Sub-recipient shall ensure that the Total Obligated Amount will be used in accordance with the Program(s) Budget (Appendix 2).
- ii. SCUS allows line-item flexibility within 10% of each site budget. This flexibility is allowed provided that all program deliverables have been met and any spending deviations from budget are only for the furtherance of implementation of program plans and not to supplement or supplant the existing or unforeseen costs of any of Sub-recipient's non-SCUS programs.
- iii. SCUS is not required to reimburse the Sub-recipient for any costs in excess of the Total Obligated Amount.
- iv. SCUS shall make periodic payments to the Sub-recipient as detailed in the sections below. All payments to the Sub-recipient will be made via direct deposit or check in the name of the Sub-recipient as follows: **Cutler-Orosi Joint Unified School District**. Payments will generally be issued within 45 days of receipt of an acceptable report generated from the Sub-Recipient's internal accounting software.

01.

Sub-recipient will receive reimbursement payments as follows: Sub-recipient will receive a reimbursement of expenses following the receipt of approved in-system financial reports and applicable backup.

Sub-recipient should submit in-system financial reports according to the reporting schedule outlined in Section 8(b) of this Agreement.

02.

SCUS will make two advance payments to the Sub-recipient based on the approximate installment amounts and criteria below. These advances will normally be made on a bi-annual basis. Advances shall total no more than the Sub-recipient's bi-annual cash requirements and will consider the balance of unspent funds from previous advances as evidenced by the Sub-recipient's in-system financial reports. An acceptable balance of funds for the Sub-recipient is no more than 20% of total Program funds received to date. This will allow smooth program operations while the quarterly in-system finance report and subsequent advance request is reconciled and reviewed. Total advances will not exceed 80% of the total Sub-award amount.

Payment Installment	Payment Amount	Requirements
1 st Advance	35% of Total Obligated Amount	- Signed agreement - Certificate of liability insurance
2 nd Advance	45% of Total Obligated Amount	80% of cumulative funds received spent 1st and 2nd quarter financial report
Final Payment	Reimbursement up to 100% of Total Obligated Amount	- Program completed - All reports/data submitted 3rd and 4th quarter financial report - Reimbursement of balance of obligated amount due based on actual, approved, allowable financial reported expenditures within the sub-award term.

If Sub-recipient does not meet requirements for payments to be issued beyond the first advance, Sub-recipient may submit interim financial reports reflecting 80% of cumulative funds received have been spent in order for SCUS to release the next advance installment.

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Erika Guardado

v. Other Terms of Payment:

01. Accounting for payments: Advances shall be deposited by the Sub-recipient and maintained in a separate bank account unless the Sub-recipient utilizes a segregated fund accounting system that tracks funds by sub-award and is approved by SCUS. If the Sub-recipient does not have segregated fund accounting and a separate bank account is specifically excluded by legislative authority, then funding will be provided on a cost reimbursement basis.
02. Unspent Balance: Any unspent balance of funds at the completion date of the agreement must be refunded back to SCUS and submitted along with the final in-system financial report.

- vi. The Sub-recipient shall ensure that any amendments to the Budget are in accordance with Section 6 of this Agreement.

(b) Under-spending and Implementation Delays

- i. At the chronological midpoint of the Program, SCUS will meet with Sub-recipient to assess spending and determine any budget changes that may be needed in order to ensure adequate funding is obligated to support the Program. Any significant underspending that cannot be utilized for the remaining Program deliverables may be reduced from the total obligated amount through an amendment agreed between SCUS and the Sub-recipient.
 - ii. If there are implementation delays of more than ninety (90) days according to the Program Plan, SCUS reserves the right to delay the transfer of funds by the delay period.
- (c) **Return of unused funds**
- i. Funds transferred to the Sub-recipient that have not been spent at the Implementation End Date are to be repaid in US Dollars and submitted to SCUS along with the final financial report, unless agreed to otherwise by SCUS.
 - ii. Should the Sub-recipient cease operations, the Sub-recipient shall ensure that before such operations cease, arrangements are in place for all unspent sub-award funds originating from SCUS to be repaid to SCUS and that such payment shall take place within ten (10) days of SCUS providing bank details for that purpose.

(d) **Financial Management**

The Sub-recipient is responsible for all matters relating to the budgeting and utilization of the Sub-award funds disbursed by SCUS for the Program(s) and the Sub-recipient will ensure that:

- i. a qualified person is handling the day-to-day management of funds and book-keeping;
- ii. all bank and other financial transactions related to this Sub-award are tracked and reported in a transparent manner;
- iii. accurate records of account of the Sub-award funds are kept in accordance with Sub-recipient accounting policies;
- iv. any interest earned on Sub-award funds is remitted to SCUS and;
- v. expenses are specified in the Sub-recipient's account books in at least the same level of detail as such expenses appear in the Budget so that the accounts are reported and verified against the Budget.

5 Cost Share

This Sub-award is subject to the following cost sharing requirement:

CHECK AS APPROPRIATE

☐ The budget for this Sub-award **INCLUDES** Cost Sharing. As per budget attached, Sub-recipient agrees to contribute to the Program. Sub-recipient shall make every effort to meet this cost share amount during Program implementation. SCUS recommends that Sub-recipient track and document this contribution for their internal purposes, however, cost share expenses should be tracked separately from grant funds and it is not required to report cost share expenses to SCUS.

☒ The budget for this sub-award **DOES NOT INCLUDE** Cost Sharing.

IMPORTANT NOTE: SCUS must be notified of any changes to Sub-recipient cost share commitment.

6 Amendments

If Sub-recipient requests an amendment to extend the duration of the Program(s) or increase the total amount of the Budget, the Sub-recipient will submit, no later than ninety (90) days before the Implementation End Date, a written request to SCUS including the reasons for the extension or increase, together with a revised Program(s) Plan (Appendix 1) and Budget (Appendix 2). Such amendment will be considered approved upon SCUS issuing its approval in writing. If an amendment is initiated by SCUS, the amendment will be considered approved when executed by both parties.

The parties acknowledge that the Budget may be revised from time to time by the Parties in the ordinary course of implementation of the Program(s). Changes to the Budget require the prior written approval of SCUS.

Budget amendments are typically recommended for (although not limited to) the following conditions:

01. total Sub-award budget is projected to be overspent;
02. projected underspend of the total budget that is greater than 5%;
03. line-item changes that are greater than 10% of the total site budget.

In the event that there is a modification to the total budget amount of this Sub-award, a revised budget must be submitted for SCUS approval.

7 Audit and Record Retention

(a) Audit

Sub-recipient is required to provide a copy of Sub-recipient annual audit at the end of the Sub-award. If the Sub-recipient does not perform an annual audit, then the Sub-award is subject to a Program-specific, external audit at the end of the Program. The audit must be conducted by an external audit firm approved by SCUS. If Program-specific audit is required, the audit fee is an allowable cost under this Sub-award. The Sub-recipient may request additional funds to cover audit fees which may result in a budget revision and sub-award modification. In addition to reviewing the submitted audit, SCUS finance staff will complete in-person or remote financial monitoring to review documentation supporting reported expenditures.

(b) Financial Records

The Sub-recipient hereby agrees to record, classify and report all Sub-award financed costs in separate and segregated Sub-award-specific financial accounts. Sub-recipient's ledger and journal system must meet generally accepted accounting standards and comply with 2 CFR 230 – Cost Principals for Non-Profit Organizations (OMB Circular A-122). The Sub-recipient shall maintain complete records of all costs charged to the Sub-award for a period of seven (7) years after the expiration of the Sub-award and make such records available to SCUS or its representatives for review at any time. The Sub-recipient shall document that steps were taken to ensure that all purchases charged to the Sub-award are at reasonable prices and from reasonable sources.

(c) Inspection

SCUS or any of their authorized representatives will be provided access to any documents, papers, or other records of the Sub-recipient which are pertinent to the Sub-award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the Sub-recipient's personnel for the purpose of interview and discussion related to such documents.

8 Reporting and Action Plan

(a) Program Progress Reporting

- i. Program Reporting is the sole responsibility of the Sub-recipient. SCUS maintains an internet-based Monitoring and Evaluation system to capture program data for School Age, and Early Childhood Components. Parents as Teachers programs will use a separate internet-based Monitoring and Evaluation System. This data must be updated by the Sub-recipient at least weekly when the Program is active.
- ii. Should Program progress reports be missing from the Monitoring and Evaluation system, SCUS reserves the right to delay advance or reimbursement payments.

(b) Financial Reporting

In-system financial reports shall be uploaded to the Sub-recipient Reporting Portal according to the following periods and due dates:

CHECK AS APPROPRIATE

☐

Quarterly Reporting (add a check box similar to advance vs reimbursement)
 Quarter 1 – July 1, 2026 to September 30, 2026 – report due **October 15, 2026**
 Quarter 2 – October 1, 2026 to December 31, 2026 – report due **January 11, 2027**
 Quarter 3 – January 1, 2027 to March 31, 2027 – report due **April 15, 2027**
 Quarter 4: Final Report – April 1, 2027 to June 30, 2027 – report due **July 20, 2027**

☒

Monthly Reporting
 July 1-July 31, 2026– report due **August 12, 2026**
 August 1-August 31, 2026– report due **September 11, 2026**
 September 1-September 30, 2026– report due **October 12, 2026**
 October 1-October 31, 2026– report due **November 12, 2026**
 November 1-November 30, 2026– report due **December 11, 2026**
 December 1-December 31, 2026– report due **January 11, 2027**
 January 1-January 31, 2027– report due **February 12, 2027**
 February 1-February 28, 2027– report due **March 12, 2027**
 March 1-March 31, 2027– report due **April 12, 2027**
 April 1-April, 2027– report due **May 12, 2027**
 May 1-May 31, 2027– report due **June 11, 2027**
 June 1-June 30, 2027 – report due **July 16, 2027**

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The in-system financial reports will be reviewed and approved by SCUS program and finance staff before any subsequent payments are issued. This may require a review of the documentation supporting expenditures reflected on the Sub-recipient's in-system financial report.

- i. If adjustments to the Sub-recipient's accounting of this Sub-award occur after the end of the period of Sub-award or beyond June 30, 2027 thus reducing the final in-system financial report of expenditures, then Sub-recipient shall provide a revised final in-system financial report no later than thirty (30) days of the close of the month in which

the adjustment occurred along with payment to SCUS for the balance of any unspent Sub-award funds.

ii. SCUS's guidelines on the format of financial reports are as follows:

01. Financial reports should be provided from the financial software of the Sub-recipient ("in system reports"). If the Sub-recipient has multiple agreements with SCUS, a separate report is needed for each Agreement where each report covers only up to one site of Program implementation for the Sub-recipient.

02. Expenditures shall be reported to SCUS using the Sub-recipient's accounting method on a consistent basis. Any necessary accounting adjustments must be made in the current reporting period only. Once a period is reported upon to SCUS and closed, no adjustments may be made to that reporting period.

03. The financial report should include the following items:

- a. Budget column with Program costs, line-item account codes, and subtotals of Program expenses (for example a sub total for In-school and a sub total for Afterschool). The financial report budget should reflect the same line items and amounts as indicated in the attached budget. The in-system report should be sorted by program and each program section should identify costs associated with each expense classification listed in the budget.
- b. Actual period expenditures column that corresponds to the applicable Program costs, account codes and subtotals as per line item listed in the attached budget.
- c. Cumulative (YTD) expenditures column that corresponds to the applicable Program costs, account codes and subtotals as per line items included in the attached budget.
- d. Balance remaining by Program cost, account code and subtotal as per line items listed in the attached budget.
- e. Reconciliation of Program funds summary: Program funds received Less: Actual cumulative expenditures Equals: Program funds remaining

04. Signed and dated: All financial reports must be signed and dated by either the preparer or approver managing the reporting for this Sub-award.

05. Reports are to be submitted via SCUS online partner reporting system. SCUS Finance Contact is as follows:

Lara Wheaton
Lead Associate
Lwheaton@savechildren.org

(c) Other Reporting

Interim financial and/or Program progress reports may be requested by SCUS to meet the reporting requirements of the Donor supporting this Sub-award. SCUS will notify the Sub-recipient in the event that interim reporting is required.

9 General Procedures

(a) Timesheets

All salaries charged to this Sub-award are made against timesheets showing the actual time spent working on Program activities. Acceptable timekeeping practices must identify time worked on SCUS funded activities separate from other sources, time spent on specific Program components in alignment with the approved budget and be approved by Sub-recipient employee's supervisor. Personnel costs found to be unsupported by Sub-recipient approved timesheets may result in disallowed costs by SCUS.

(b) Student Data

SCUS and the Sub-recipient intend that SCUS will review Student Data (as defined in this section) to evaluate the needs of Sub-recipient's students, and to determine which of those students will benefit from participation in the Program, with the objective of improving educational outcomes of the Sub-recipient's students. But for SCUS's services as described in this Agreement, Sub-recipient would be required to utilize its own personnel for the services being provided by SCUS, such that SCUS shall be deemed a "school official" within the meaning of 34 C.F.R. § 99.31(a)(i)(B). Thus, the Sub-recipient must provide access to Student Data for all students in the Sub-recipient's schools covered by this Agreement, including program enrollment information such as student name, student date of birth, address, home and emergency contact numbers, parent name(s), parent date(s) of birth, additional specific demographic information (such as race, gender, ethnicity, benefits information, etc. depending on the program(s) being implemented) as well as program participation details such as program attendance and activity data ("Student Data") and student math and literacy outcome data from Renaissance Learning. Notwithstanding the foregoing, the Sub-recipient is required to acquire lawfully valid permissions regarding confidentiality of Student Data from student parents or legal guardians, which it will make available to SCUS upon request. First year sites implementing SCUS Literacy programs utilizing Renaissance Learning's ("RL") Renaissance Place ("RP") Accelerated Reader and STAR Reading assessments for monitoring and evaluation that are also the first in their School District to work with SCUS, must have their District Superintendent (or their authorized representative) sign Attachment 1(f) "Data Use Agreement and Consent to Release Confidential Student Education Records" ("RL Data Use Agreement"). The RL Data Use Agreement authorizes Renaissance Learning to transmit the RP student assessment records to SCUS for partner sites implementing SCUS Literacy programs. The terms of this Agreement are subject to and supplemented by the terms and conditions of the applicable RL Data Use Agreement signed by the Sub-recipient's District Superintendent. SCUS will only use or share Student Data that identifies a person, either directly or indirectly ("Identifiable Student Data") in order to fulfill its obligations and responsibilities under this Agreement or to evaluate the effectiveness of its programs, and will not otherwise share, distribute, or disseminate Identifiable Student Data to any third party, except as it deems necessary to comply with any applicable law, regulation, or government request required by law. If SCUS becomes legally compelled to disclose Identifiable Student Data, SCUS will provide the relevant school with notice, if legally permissible, and will use reasonable efforts to assist the school and parents to obtain a protective order or other appropriate remedy. SCUS may use de-identified Student Data to improve its services and further its mission to help children. Notwithstanding the foregoing, SCUS may share Student Data with federal or state educational authorities to the extent authorized under applicable law or regulations, provided SCUS will notify the Sub-recipient of any request for sharing of data relating to their students.

Sub-recipient agrees to utilize Renaissance Learning products that will be required to monitor and evaluate SCUS school age programs. Renaissance products required include STAR Reading, STAR Early Literacy, and Accelerated Reader. If Sub-recipient implements SCUS' math program, STAR Math is required.

(c) Limitation of Liability

i. SCUS shall not be liable to Sub-recipient for:

01. Any third party claims, losses and expenses that may arise from Sub-recipient's negligence, recklessness or intentional act or omission that is related to or in connection with this Agreement;

- 02. Compensation for the death, disability, or other hazard which may be suffered by the employees, vendors, agents or other representatives of Sub-recipient arising from performance in connection with this Agreement; and/or
- 03. Any expenditure incurred by Sub-recipient in excess of the Total Obligated Amount as specified in this Agreement.
- ii. SCUS has no obligation to provide support to the Sub-recipient for implementation of the Program or for any other purposes. This provision shall survive the termination of this Agreement.

(d) Applicable Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut. The parties shall settle any controversy or claim arising out of or relating to this Agreement, or the breach thereof, by binding arbitration in the state of Connecticut. Either party to this Agreement may initiate arbitration by serving notice on the other parties of an intent to arbitrate. The notice shall specify with particularity the claims or issues that are to be arbitrated. Within ten (10) days of sending the notice to all parties, the party initiating the process shall obtain a list of available arbitrators from the local office of the American Arbitration Associations ("AAA") and shall provide the list to the other parties. The parties shall select a mutually acceptable arbitrator within ten (10) days of receiving the list, and in the event the parties are unable to agree on an arbitrator within ten (10) days, any party may petition the Presiding Judge of the Superior Court to select a single arbitrator from the AAA list. The parties shall have the discovery rights available under Connecticut's civil procedural rules, except that all discovery must be concluded within 60 days of the selection of an arbitrator and the arbitration hearing must be concluded within 30 days of the close of discovery. The hearing will be conducted in accordance with Connecticut rules of evidence. The arbitrator's final decision shall be rendered within thirty (30) days of the final hearing day. Judgment upon the arbitrator's final award may be entered in any court having jurisdiction thereof. The parties shall bear in equal shares the arbitrator's fees and costs. The prevailing party in the arbitration shall be awarded its reasonable attorney's fees and all costs, other than the arbitrator's fees and costs. The foregoing notwithstanding, any dispute arising from or in connection with the use of trademarks and/or other intellectual property may be brought before a Connecticut court of competent jurisdiction, and the party seeking such action shall be entitled to seek injunctive or other equitable relief. For the purposes of seeking equitable relief hereunder, the parties agree that the trademarks and other intellectual property have significant intrinsic and monetary value and injury by infringement or improper use would be irreparable, without the need to show inadequate monetary or other remedy at law.

- i. In performing its obligations and exercising its rights under the Agreement, Sub-recipient shall fully comply with all applicable laws (including without limitation all statutes, decrees, ordinances, administrative orders, rules, regulations, and other mandatory directives, policies, and instructions with binding legal effect), in the United States.
- ii. Compliance costs are eligible for reimbursement under the Agreement if they are (1) included in the Budget, and (2) comply with the Donor Terms and Conditions (attached as Appendix 1.h) or requirements as well as any other pertinent Agreement provision(s). However, the Sub-recipient is solely responsible, without reimbursement under the Agreement, for all costs, risks, damages, and other liability incurred by it as a result of its failure to comply with the applicable law.

(e) No Joint Venture; Independent Contractor; Sub-recipient Personnel

- i. Nothing in this Agreement shall be deemed to create a joint venture, agency or partnership between the Parties and the employees of one shall not be deemed to be employees of the other.

- ii. The Parties are independent contractors with respect to each other and neither Party shall have the power to obligate or bind the other, except as specifically provided in this Agreement.
- iii. Sub-recipient personnel shall at all times be under the Sub-recipient's sole supervision, direction and control, and shall not be deemed as SCUS personnel for any purpose. Any job descriptions, employment contracts, letters or job offers should identify positions as that of the Sub-recipient and not SCUS. The Sub-recipient is solely responsible for payment of all wages, salaries, and other amounts due or to become due to such personnel in connection with the Agreement and for all reports and obligations to social security, income tax withholding, unemployment compensation, worker's compensation, and the like. The Sub-recipient shall indemnify and hold SCUS harmless against any claim or liability (including, without limitation, fines, penalties and reasonable attorney's and expert consultant fees and costs) resulting from the Sub-recipient's failure to comply with the provisions of this Article.

(f) Confidentiality

"Confidential Information" means written, graphic or pictorial non-public information (in any medium) and designated by the disclosing Party as being confidential or any other information, whether written, oral or observed, which under the given circumstances would reasonably be understood by the receiving Party to be confidential. Both Parties acknowledge that any information obtained in performing this Agreement regarding the operation of a Party or its products, services, policies, systems, programs, procedures, donor relations, beneficiary information or any other aspect of its business, is Confidential Information. Both Parties will hold such Confidential Information secret and will not use such Confidential Information for any purpose other than performance of this Agreement or disclose such Confidential Information, directly or indirectly, to any other person, without in each instance the prior written consent of the other Party. Sub-recipient shall not use or disclose Confidential Information to any artificial intelligence system, including but not limited to machine learning models, that may publicly disclose Confidential Information or use it for training purposes without the prior written consent of SCUS. Sub-recipient shall also ensure that any third-party AI systems used to process Confidential Information are subject to equivalent confidentiality and data protection standards as outlined in this Agreement.

(g) Anti-Corruptions Laws

Neither party shall perform any actions that are prohibited by local and other anti-corruption laws (including the U.S. Foreign Corrupt Practices Act, collectively "Anti-Corruption Laws") that may be applicable to one or both parties to the Agreement. Without limiting the foregoing, neither party shall make any payments, or offer or transfer anything of value, to any government official or government employee, to any political party official or candidate for political office or to any other third party related to the transaction in a manner that would violate Anti-Corruption Laws.

(h) Sanctions

Sub-recipient represents, covenants, and confirms that it is aware of and understands the economic or financial sanctions or trade embargoes imposed, administered or enforced from time to time by the U.S. government, including those administered by the Office of Foreign Assets Control of the U.S. Department of the Treasury ("OFAC") or the U.S. Department of State ("Sanctions"), and the U.S. Export Administration Regulations ("EAR"), the U.S. Anti-Boycott regulations (collectively, the "Trade Control Laws"). Sub-recipient undertakes to refrain from any activity that would constitute a violation by Sub-recipient, SCUS or their personnel of any applicable Trade Control Laws, or any other applicable law regardless of U.S. jurisdiction over such activity. Sub-recipient further represents, covenants, and

confirms that, at all times during the term of this Agreement, it will keep itself apprised of any amendments, changes or other modifications to the Trade Control Laws.

- i. Sub-recipient warrants and covenants that, during the Term, Sub-recipient and none of its employees, agents, representatives, owners or shareholders who act for or on behalf of Sub-recipient are (or will become while such a Personnel, owner or shareholder) the target of any applicable Sanctions and that, if at any time during the Term and to the knowledge of Sub-recipient, any such persons become the target of applicable Sanctions, then Sub-recipient will promptly inform SCUS of this event in writing. Such written notification is to be provided so that SCUS and Sub-recipient may consult to determine in good faith whether such circumstance may constitute a violation of applicable law on the part of SCUS.
- ii. Sub-recipient shall not use any proceeds in connection with this Agreement for the purpose of funding, financing or facilitating any activities, business or transaction of or with any person targeted by applicable Sanctions or in any country that is the target of Sanctions, or in any other manner that would result in the violation of any applicable Trade Control Laws.

(i) Compliance with SCUS Policies

(i) Safeguarding and Counter-Human Trafficking Policy

Sub-recipient agrees to comply with either: (a) the SCUS Safeguarding and Counter-Human Trafficking Policy, which can be found at <https://www.savethechildren.org/us/what-we-do/safeguarding-children> (the "Safeguarding Policy")(also attached as Appendix 3); or (b) Sub-recipient's internal policy and procedures that are substantially similar to SCUS's Safeguarding Policy and approved by SCUS. Sub-recipient agrees to allow SCUS to assess Sub-recipient's policies and procedures and capacity to implement such policies and procedures to determine whether they are substantially similar and if any additional safeguarding measures are needed. SCUS, where practical and appropriate, may support Sub-recipient to build Sub-recipient's safeguarding capacities to ensure they are able to comply with SCUS' safeguarding standards.

Actual or suspected violations of SCUS Safeguarding Policy or Sub-recipient's substantially similar policy that occur in the execution of this award must be reported to SCUS within 24 hours of Sub-recipient becoming aware of the concern. Reporting pathways include those listed in Section 9(i)(v) as well as via safeguardingscus@savechildren.org or hotline@savechildren.org

Sub-recipient agrees to thoroughly and objectively examine and, where needed, investigate reported safeguarding violations. If Sub-recipient does not have the internal capacity to investigate safeguarding concerns, Sub-recipient agrees to allow SCUS to investigate such concerns.

Sub-recipient agrees to take appropriate corrective measures to all substantiated safeguarding reports. Sub-recipient understands that violation of SCUS' Safeguarding Policy or Sub-recipient's substantially similar policy, failure to comply with reporting requirements, and/or failure to take appropriate corrective action may result in suspension or immediate termination of this Agreement and may also result in Sub-recipient being deemed ineligible for future agreements with SCUS.

Sub-recipient may be required to participate in a SCUS safeguarding training. All Sub-recipient staff having regular direct contact with children or their data must complete the Child Safeguarding Foundations Course located on Save the Children's partner portal. Depending on the outcome of the SCUS safeguarding assessment, Sub-recipient may be required to attend a live safeguarding webinar.

All Sub-recipient employees and volunteers engaged in the execution of this Agreement must undergo proper vetting including but not limited to a criminal background check and sexual offender registry search. Where concerns are "flagged" via the aforementioned vetting process, Sub-recipient must have decision-making procedures in place to ensure that no employee or volunteer pose a risk to any child or adult.

(ii) Zero-tolerance Fraud Policy

The Sub-recipient represents that its responsible officer(s) have received and reviewed SCUS Zero-Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Policy (Appendix 5), and that Sub-recipient will comply with this policy in all activities undertaken pursuant to this Agreement, including, without limitation:

- (a) Informing Sub-recipient staff of this policy
- (b) Promptly report to SCUS any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS:
 - a. Preserve all documents pertaining to any credible information or allegation of fraud, bribery, or corruption relating to its work with SCUS and shall cooperate fully in any investigation or audit commenced by SCUS or its donors, including making documents, facilities, and personnel available to SCUS or its donors
- (c) Promptly and fully reimburse SCUS for any losses or penalties arising from any incident of fraud, bribery, or corruption involving their employees or agents and shall hold SCUS harmless from and against any claims, demands or expenses (including attorney's or other professional fees) arising from or relating to Sub-recipient's noncompliance with the terms of the anti-corruption clauses of this Agreement.
- (d) SCUS shall have the right to terminate this Agreement with immediate effect, and shall have no further obligation to Sub-recipient, if SCUS reasonably believes that Sub-recipient is in noncompliance with the anti-corruption clauses of this Agreement.

(iii) Code of Ethics and Business Conduct; Social Media Policy

The Sub-recipient agrees to abide by the SCUS Code of Ethics and Business Conduct (Appendix 4), and (b) SCUS Social Media Policy (Appendix 6), and shall inform all Sub-recipient staff of these policies.

(iv) Reporting Concerns.

If you see or hear something you believe is a violation of SCUS's Policies, share your concern by reporting it to your SCUS contact, or contact the Ethics Hotline:

Phone toll-free within the US: 1-844-287-1892

Fax: 1-475-999-3293

Web: Savethechildren.ethicspoint.com

Initial: YV
Mrs. Yolanda Valdez, Superintendent

(j) Intellectual Property Ownership and Use

i. Definitions:

- 01. "Pre-existing Materials" are all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes, other materials and intellectual properties, proprietary information, know-how and/or trade secrets fixed in writing or other tangible media developed by Sub-recipient separate and apart from this Sub-award.

02. "Third Party Materials" are all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and intellectual properties fixed in writing or other tangible media developed separate and apart from this Agreement and owned by or exclusively licensed to a third party.
 03. "Work Product" is all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and intellectual properties fixed in writing or other tangible media first developed under this Agreement.
- ii. Incorporating Third Party Materials: Sub-recipient shall not incorporate any Third Party Materials into any Work Product (including materials created using AI), unless Sub-recipient identifies such Third Party Materials and any limitations and Sub-recipient acquires a world-wide, royalty-free license to copy, use, publish and reproduce such Third Party Materials to the extent necessary for Sub-recipient and SCUS to exercise their rights in the Work Product.
 - iii. Ownership of Work Product: Sub-recipient shall be the sole and exclusive owner of the Work Product. The Work Product will acknowledge SCUS as contributing to the development of the Work Product.
 - iv. License of Work Product and Pre-existing Materials Incorporated in Work Product: (a) Sub-recipient hereby grants a royalty free, irrevocable, non-exclusive, world-wide license to SCUS, and to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Work Product. (b) To the extent Sub-recipient incorporates any Pre-existing Materials into the Work Product, Sub-recipient further grants SCUS, as applicable, a royalty free, irrevocable, non-exclusive license to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Pre-existing Materials as incorporated in the Work Product. Sub-recipient shall be acknowledged as the owner of the Pre-existing Materials as appropriate.
 - v. Specific Indemnity by Sub-recipient: Sub-recipient will comply with all applicable laws and regulations concerning copyright and trademark in the development of Work Product under this Agreement. Sub-recipient hereby indemnifies and holds SCUS harmless for any losses, claims, damages, liabilities and related expenses, including counsel fees, incurred by or asserted against SCUS arising by virtue of Sub-recipient's infringement of any applicable law or regulation concerning copyright and trademark.
 - vi. Photo Use: Each Party will obtain appropriate documentation of consent and release from the photographer, and/or the non-public persons in non-public settings, or of a parent or guardian if persons are minors before publishing photos in reports or materials generated under this Agreement. Use of photographs for which consent has not been obtained fails to respect the rights of the individuals being served and exposes SCUS and Sub-recipient to liability for breach of privacy rights.

(k) Order of Precedence:

In the event of a conflict or inconsistency between this Agreement and any Appendix, the conflict or inconsistency will be resolved by giving precedence in the following order:

- i. Donor Terms and Conditions (Appendix 1.h)
- ii. Agreement Terms and Conditions
- iii. Program Budget (Appendix 2)
- iv. Program Plan (Appendix 1.g)

(l) Prior Approvals

- i. Any changes to the terms and conditions of this Agreement must be in writing and agreed upon by both parties.
- ii. The Sub-recipient shall not enter into any sub-award agreement without the prior written approval of SCUS.

(m) Insurance

- i. The Sub-recipient is solely responsible for all applicable taxes, benefits, worker's compensation insurance or equivalent, health insurance, all risk property insurance and a comprehensive general liability insurance with financially sound and reputable insurance companies, and other insurance as required under the applicable laws and naming SCUS as an additional insured. A copy of this Certificate is to be sent to SCUS as described in the cover letter of this sub-award.
- ii. The Sub-recipient shall be solely liable for the loss or theft of, or damage to, any and all items purchased with Agreement funds (including items in the possession of its lower-tier Sub-recipients), and, as soon as reasonably practicable after any such loss, theft or damage, shall replace such items at its own expense in compliance with the procurement requirements set forth below in Section n (Procurement). In addition, the Sub-recipient shall be solely liable for the loss or theft of any Agreement funds held in cash by the Agreement or any of its agents or lower-tier sub-recipients and shall have no recourse to SCUS for any such loss or theft.

(n) Procurement

Sub-recipient shall follow its organization's policies and procedures for vendor selection and purchasing based on the Sub-recipient defined requirements. SCUS in no way imposes procurement requirements on Sub-recipients that are not in support of the Sub-recipient policies and procedures.

- i. In the event that the Sub-recipient does not have an established procurement policy, SCUS requires that procurement of goods and services of single transactions costing more than \$10,000 be supported by documentation of at least three written bids from potential vendors and a written statement by the Sub-recipient listing the reasons for selecting the chosen supplier of such goods or services. Exceptions to this requirement are if the chosen supplier is pre-approved by SCUS.
- ii. Procurement of Program materials and computers per the Budget attached are encouraged to be purchased within the first 3 months and no later than the first 6 months of programming as these items are to be available to the Program participants (students) for this sub-award period. Failure to complete the procurement of these goods in a timely manner may result in the deduction of those funds from this Sub-award by SCUS which will include a budget revision and sub-award modification.
- iii. Because of the crucial nature of these staff positions: Literacy, Healthy Choices, and Early Childhood Component Coordinators (as applicable and as listed in the Program Plan (Appendix 1.g) and budget (Appendix 2)) must be formally employed by the Sub-recipient as close as possible to the Sub-award start date. Any cost savings due to the time lag in hiring these staff positions may result in the deduction of funds from this Sub-award by SCUS in the amount of budgeted funds per days not worked which will include a budget revision and sub-award modification.
- iv. This sub-award may not be used to fund the purchase of capital assets with a value of \$5,000 or greater without SCUS' prior written approval.
- v. Any procurement and resulting expenditure towards this Sub-award that is deemed to be inappropriate according to the Program Plan, budget, and/or generally accepted accounting principles will result in the deduction of those funds from this Sub-award by SCUS which will require reclassification of such expenditures from the SCUS sub-award and documentation in support of the accounting adjustment.

(o) Representations and Warranties

The Sub-recipient represents and warrants that: (i) it is authorized and has the right and ability to undertake the obligations as set forth in this Agreement; (ii) it is properly registered in all jurisdictions as may be required to perform its obligations under this Agreement; (iii) it fully complies with Executive Order 13224 - BLOCKING PROPERTY AND PROHIBITING

TRANSACTIONS WITH PERSONS WHO COMMIT, THREATEN TO COMMIT, OR SUPPORT TERRORISM.

(p) Indemnification

Sub-recipient shall hold harmless and indemnify SCUS and its directors, officers, agents and employees from and against all causes of action, losses, claims, liabilities, damages (including but not limited to costs, reasonable attorneys' fees, and amounts paid in reasonable settlement thereof) which arise or are alleged to arise as a result of the negligent acts, errors or omissions or wilful misconduct of Sub-recipient, its directors, officers, agents or employees. Additionally, the Sub-recipient shall indemnify and hold harmless SCUS for and from all costs, risks, delays, losses, damages and other liability incurred by SCUS due to the Sub-recipient's noncompliance with such laws or failure to secure necessary licenses, permits, and other approvals. This paragraph shall survive the expiration or termination of this Agreement for a period equal to the running of any applicable statute of limitations, including all tolling periods.

10 Title, Use, and Disposition of Property

Title shall vest with the Sub-recipient for purchases made under this Agreement.

11 Remedies for Non-Compliance

If the Sub-recipient fails to comply with applicable statutes, regulations or the terms and conditions of this Agreement, SCUS may impose additional conditions, as described below in Section 12 "Specific Conditions." If SCUS determines that noncompliance cannot be remedied by imposing additional conditions, SCUS may take one or more of the following actions, as appropriate in the circumstances:

- a. Temporarily withhold cash payments pending correction of the deficiency by the Sub-recipient.
- b. Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- c. Wholly or partly suspend or terminate this Agreement.
- d. Take other remedies that may be legally available.

12 Specific Conditions

(a) SCUS may impose additional specific conditions as needed, in accordance with paragraphs (b) and (c) of this section, under the following circumstances:

- (1) When a Sub-recipient has a history of failure to comply with the general or specific terms and conditions of a Federal award;
- (2) When a Sub-recipient fails to meet expected performance goals contained in this agreement; or
- (3) When a Sub-recipient is not otherwise responsible.

(b) Additional conditions may include items such as the following:

- (1) Requiring payments as reimbursements rather than advance payments;
- (2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
- (3) Requiring additional, more detailed financial reports;
- (4) Requiring additional Program monitoring;
- (5) Requiring the Sub-recipient to obtain technical or management assistance; or
- (6) Establishing additional prior approvals.

(c) SCUS will notify the Sub-recipient as to:

- (1) The nature of the additional requirements;
- (2) The reason why the additional requirements are being imposed;

- (3) The nature of the action needed to remove the additional requirement, if applicable;
- (4) The time allowed for completing the actions if applicable, and
- (5) The method for requesting reconsideration of the additional requirements imposed.

(d) Any specific conditions will be removed once the circumstances that prompted them have been corrected.

13 Termination

(a) Termination by SCUS

SCUS may unilaterally terminate this Agreement at any time, in whole or in part, for any of the following reasons:

- i. Sub-recipient material noncompliance; or
- ii. Sub-recipient's financial insolvency, bankruptcy, assignment in favor of creditors, or similar or comparable status; or
- iii. If SCUS ceases to be funded for the Program.
- iv. For any reason, the Sub-recipient is unable to continue with the implementation of the Program under the terms and conditions of this Agreement including its annexes.

(b) Mutual Termination

The Parties may mutually agree to terminate the Agreement at any time, in whole or in part, upon such terms and conditions as may be agreed between them.

(c) Force Majeure

"Force Majeure" is defined as any delay or failure of required obligations by the Sub-recipient, shall be excused if and to the extent caused by acts of God, fire, storm, lockout, strike, terrorist act, flood, sabotage, embargo, war (whether declared or not), riot, pandemic, epidemic, or other causes beyond the reasonable control of the Sub-recipient.

If the Sub-recipient asserts Force Majeure as an excuse for failure to perform their obligations, then the Sub-recipient must:

- i. Notify SCUS of the actual occurrence of an event described in this clause;
- ii. Prove that reasonable steps were undertaken to minimize delay or damages caused by foreseeable events; and
- iii. Fulfill all non-excused obligations.

Upon review of the Sub-recipient's notice, SCUS shall determine whether the term of the Agreement shall be extended to complete activities interrupted by the delays or whether the Agreement shall be terminated without further liability to either party.

(d) Terms of Termination

- i. Termination shall be effected by written notice to the terminated Party. The notice shall identify the basis for termination, the reason(s) therefore, the effective date of the action, a statement identifying which part (or all) of the remainder of the Agreement Term or the Program activities is terminated, and procedures and standards, as appropriate, for phasedown costs and submission of final invoices.
- ii. The termination shall be effective on the date stated in the notice.
- iii. Unless otherwise stated in the termination notice, or as otherwise approved on a case by case basis, SCUS shall not be obligated to reimburse the Sub-recipient for any expenses incurred after the termination effective date. The Sub-recipient shall, with due regard to economy, effect an expeditious but orderly phasedown of Program activities and implementation efforts. Reasonable, documented phasedown costs will be reimbursed. Notwithstanding termination, SCUS's obligation to reimburse

termination costs under this Article shall in all respects be subject to funding from its donor(s) and, if required, Donor approval.

(e) Duties Upon Termination

Upon Sub-recipient's written request, SCUS will return or destroy all Identifiable Student Data within its possession or control, unless it is required to be retained pursuant to applicable law, or it is impracticable to delete because it is held electronically in archive or back-up systems in accordance with general systems archiving or backup policies and remains subject to the confidentiality obligations in this Agreement.

14 Assignment

The Sub-recipient shall not assign, transfer, subcontract, subaward, or attempt to do any of the foregoing, except for the following types of general support services: communication, translation, photocopying of documents or similar services, without the prior written consent of SCUS (absent which such action or attempted action shall have no effect as against SCUS). SCUS may delegate or subcontract its duties under this Agreement, provided that any subcontract shall require the subcontractor to (a) comply with all applicable federal and state laws governing the privacy of any Student Data received by the subcontractor; (b) refrain from disclosing Student Data to any person other than the Sub-recipient or SCUS without the prior consent of the parent of the student whose Student Data is to be disclosed; and (c) use any Student Data it receives only for the purposes for which the disclosure of Student Data was made, i.e., performing the duties of SCUS under this Agreement.

15 Severability

If any provision of this Agreement is deemed by any court of competent jurisdiction to be void, voidable, invalid or unenforceable for any reason, the remainder of the provisions shall not be affected and shall remain valid and enforceable.

16 Non-Waiver

Failure by SCUS to insist upon strict compliance with any provision of this Agreement shall not be deemed to be a waiver or relinquishment of, or otherwise to affect or modify, any of SCUS's rights or Sub-recipient's duties hereunder, nor shall any waiver or relinquishment of any such right or duty in one case be construed as a waiver or relinquishment in another case.

17 Organizational Conflict of Interest.

Sub-recipient warrants that, to the best of its knowledge and belief, and except as otherwise disclosed, there are no relevant facts or circumstances which might indicate the existence of or give rise to actual or potential organizational conflicts of interest. Organizational conflict of interest means that because of other activities or relationships with other persons, a person is unable or potentially unable to render impartial assistance or advice, or the person's objectivity in performing the Agreement work is or might be otherwise impaired, or a person has an unfair competitive advantage.

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GRADE LEVEL PROFICIENCY IN-SCHOOL & AFTERSCHOOL PROGRAMS PY27 SUBAWARD AGREEMENT APPENDIX

GRADE LEVEL PROFICIENCY OVERVIEW

Save the Children's (STC) programs are designed based on research, evidence, and best practice. As such, it is critically important the programs are implemented with fidelity (as designed) to achieve the best possible results for children. The standards outlined in this document are a minimum standard which means a program can exceed them, as time and resources allow, but cannot fail to meet them.

- STC offers Grade Level Proficiency (GLP) program components that support literacy, math, healthy choices (physical activity and nutrition lessons), and enrichment.
- Literacy and math can be in-school and/or afterschool.
- Enrichment and Healthy Choices are only offered in afterschool and summer.
- Family engagement is integrated within all program settings.
- Partner sites can implement in-school only, afterschool only, or both. In addition, summer programs can be added.
- Inclusive practices for all children, including those who are emerging bilingual and with disabilities, will be incorporated into programming through accommodations, modifications, and enhanced trainings and resources.

PROGRAM ELIGIBILITY

The recruitment and selection of children should be based on which children will benefit the most from the intentional design of our programs.

Our programs are designed for children in grades K-6 who meet the following criteria:

- A **Percentile Rank (PR) score of less than 40** on Renaissance's® STAR Reading/Math® assessment(s) which STC uses for program monitoring and evaluation.
 - According to Renaissance®, children with PR score of 40 or more will likely meet state standards for grade level proficiency at the end of the school year, therefore may not need the supplemental support our programs provide.
 - A teacher referral form can also be used to recommend children for our programs, if they are not within the PR range.
- Available to **maintain regular attendance** to provide ample time and consistent opportunities to increase their academic achievement.
- Able to participate in programming without little to no behavioral supports consistently required.

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PROGRAM ELIGIBILITY

Additional eligibility considerations:

- For in-school programming, children are no more than 3 years behind grade-level (according to Renaissance's® STAR assessments) and/or do not have an identified IEP.
 - We believe they would be better supported working with certified teachers trained in specific areas of need and may not be a good fit for our in-school programming.
- If your site's STC afterschool or summer program is funded by a state 21st Century Learning Center (CCLC) grant, you are required to allow all interested children to participate up to the maximum number of children the program can serve as stated in your 21st CCLC agreement.

MONITORING & EVALUATION

Save the Children uses the following tools to support our GLP programs.

Evaluation Methods:

- **STAR Reading®:** Assesses grades 2–6 reading skills with 34 questions, completed in under 20 minutes.
- **Star Early Literacy®:** Assesses grades K-1 reading skills with 27 questions, completed in under 10 minutes.
- **STAR Math®:** Evaluates K–12 math abilities with 34 questions, completed in less than 25 minutes.
- **Annual Caregiver Survey:** Assesses Family Engagement component.

Progress Monitoring:

- **Literacy:**
 - Regular checkpoints and dictation assessments for real-time progress observation.
 - Phonics Inventory: Diagnoses phonics skills for early readers, identifying proficiency and support needs.
- **Math:** Monthly progress monitoring spreadsheet for qualitative notes and observations.

Additional Measurements:

- STAR Assessments are administered three times a year.
- Attendance data is collected.
- Minimum of 110 programming days required, with a minimum of 4 days per week.
- Children must attend 55 days or more for data inclusion, with caregiver opt-out availability.

INTENDED RESULTS

- Accelerate literacy and math achievement.
- Foster a lifelong love of learning.
- 35+ Student Growth Percentile (SGP) on the STAR® Assessments.



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IN-SCHOOL PROGRAMS

OVERVIEW

Save the Children's in-school program targets children in grades K-6 who are below grade level. It is designed to be implemented in **30-minute small group** (10:1 ratio) sessions led by trained tutors, running for at least **110 days, four days a week**, with family engagement embedded. Schools may implement literacy, math, or both programs during in-school. The same children should participate each day for the entirety of the program.

The literacy program focuses on:

- **Skill-Building:** Emphasizing word recognition, phonemic awareness, phonics, and fluency.
- **Read-Aloud:** Enhancing language comprehension through vocabulary and fluency.

The math program includes:

- **Math Workshop:** Engaging children in discussions and hands-on activities to build understanding.
- **Basic Fact Fluency:** Using partner games to strengthen foundational math skills.

The program aims to foster confidence in both reading and math, promoting a positive identity as learners. Tools from Renaissance®, such as STAR Reading®, STAR Early Literacy®, and STAR Math®, support the programs.



PHOTO: CANVA

IN-SCHOOL

Choose 1-2 program components based on need, budget, & timeframe:

Literacy



Skill-Building



Read-Aloud

Math



Math Workshop



Basic Fact Fluency



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IN-SCHOOL PROGRAMS

MINIMUM OPERATING STANDARDS

PROGRAM SCHEDULE & ENROLLMENT

Programs should be implemented for:

- At least **110 days** in a continuous format, with breaks only for holidays and weather.
- At least **4 days per week**.
- **30-minute** daily sessions per small group.

Programs should enroll a **minimum of**:

- 40 children for 1 staff person
- 70 children for 2 staff persons

Teachers and administrators should collaborate with the Program Coordinator to identify eligible children and grade levels based on the eligibility criteria cited in this document.

STAFFING & SCHEDULING

- Each site needs a Program Coordinator (PC); additional tutors may be added based on budget.
- Jobs will be posted and hired by the partner site; a job description detailing roles & responsibilities will be provided by Save the Children.
- Maintain a **staff/child ratio of 1:10** for academic components.
- All program staff should have at least **30 paid hours** per school year for **STC training and technical assistance** (T&TA) outside of implementation.
- The PC requires at least **1 hour daily for planning**, data entry, and preparing of activities, separate from program implementation.
- Tutors should have at least **2 paid hours weekly for planning** and preparing of activities outside of program implementation.

SPACE & MATERIALS

- Designated room for Save the Children program to occur should be arranged, ensuring there is enough space for program materials and small groups to implement activities.
- All necessary equipment, materials, and supplies must be purchased as outlined in the STC program material and ordering forms.
- There must be a secure location for safely storing program documentation, materials, and supplies.
- A computer and printer should be provided for the Program Coordinator and program staff to carry out administrative tasks.
- A reliable internet connection and phone access are provided for program staff.
- Program Coordinator can access district technology staff to assist with Renaissance and other technology-related needs for the program.



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DATA COLLECTION & REPORTING

Partner sites must conduct all required assessments based on components implemented and grade levels served. We used the following assessments:

- **Literacy:**
 - STAR Reading: Grades 2-6
 - STAR Early Literacy: Grades K-1
- **Math:**
 - STAR Math: Grades K-6

Children will take the STAR assessment(s) 3 times per year to measure growth.

- **Fall:** August 1–November 30 (whole school)
- **Winter:** December 1–March 31 (at minimum, program children only)
- **Spring:** April 1–July 31 (whole school)
- Must collect attendance data.
- Must enter all required data into STC's online Monitoring & Evaluation system.
- Caregiver survey data is collected at the end of programming.
- Must enter and collect required data for grant purposes, as applicable.

SAFEGUARDING

Safeguarding is how we make STC safe for children, their families, and the communities we serve. Safeguarding refers to our collective and individual responsibility to ensure that everyone who interacts with STC is safe from harm—whether deliberate or accidental—caused by our representatives, partners, programs, or operations. Harm includes, but is not limited to, sexual, physical, and emotional abuse, neglect, discrimination, harassment, and human trafficking. At STC, our safeguarding commitments and obligations are outlined in the [Safeguarding and Counter-Human Trafficking Policy and Procedures](#).

FAMILY ENGAGEMENT

To enhance family engagement, the following actions are required:

- Establish a Family Engagement team with school administration, staff, and caregivers.
- Use the “Family Engagement Checklist” to identify focus areas for the program year.
- Collaborate with school staff to complete an annual “Family Engagement Planning Guide” that aligns with program and existing school-wide family engagement practices.
- Conduct at least six family engagement activities, that includes two events.
- Administer a Caregiver Post-Survey at the end of the program year, ensuring completion by one caregiver per family.
- Submit family engagement data, including the Family Post-Survey results, to Save the Children for analysis.

Please note: Deviations from the MOS requires approval.



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IN-SCHOOL PROGRAMS

AT-A-GLANCE

Program Component Adaptations	Minimum Requirements (Note: The requirements listed here are non-negotiable. Take into consideration any additional grant/funding requirements)
LITERACY	
Skill-Building • 10 Minutes - Skill Intro/Review • 10 Minutes – Word Work • 10 Minutes - HFW & Connected Text Read-Aloud • 15 Minutes – Read-Aloud • 5 Minutes – Vocabulary • 10 Minutes – Extension Activity <i>In-school programs can implement:</i> • Skill-Building only • Skill-Building & Read-Aloud rotated every other week • Skill-Building for 3 weeks, Read-Aloud for 1 week	General: • Kindergarten - 6th Grade (K-3 preferred) • 110 days minimum • 4 days per week minimum • 30 minutes per day minimum • 1:10 child/tutor ratio (Each site must have a Program Coordinator) • Attendance must be tracked in SCORE (or new system) • Weekly lesson plans Evaluation: • Progress monitoring done through checkpoints; the checkpoint spreadsheet is due on the 5th of each month • STAR Reading (2-6) & STAR Early Literacy (SEL) (K-1) assessments given 3 times per year; beginning, middle, and end of the year • Fall: August 1–November 30 • Winter: December 1–March 31 • Spring: April 1–July 31
MATH	
Math Workshop (30 Minutes/4 days per week) • 10-15 Minutes – Math Talk • 15-20 Minutes – Hands-On Activity Basic Fact Fluency (Optional 5-day programming) • 30 Minutes – Basic Fact Fluency Games • For 4-day programs, you could do 3 days of Math Workshop & 1 day of BFF	General: • K-6th grade children • 110 days minimum • 4 days per week minimum • 30 minutes per day minimum • 1:10 child/tutor ratio *Each site must have a Program Coordinator • Attendance must be tracked in SCORE • Weekly lesson plans Evaluation: • Progress monitoring monthly; spreadsheet is due on the 5th of each month • STAR Math assessment given 3 times per year; beginning, middle, and end of the year • Fall: August 1–November 30 • Winter: December 1–March 31 • Spring: April 1–July 31



Save the Children.

IN-SCHOOL PROGRAMS

QUICK START GUIDE

Partner Responsibilities	Save the Children's Responsibilities
Hire qualified staff	Provide STC Lead Associate
Provide appropriate space & storage	Provide job descriptions and feedback during hiring process
Provide reliable internet, technology equipment, & support	Provide necessary training for staff
Ensure program staff complete training before working with children	Purchase Renaissance software
Purchase STC materials, books, & supplies	Provide consent forms
Administer all required assessments & surveys	Provide guidelines for in-school program
Recruit children for program; make sure all accommodations, modifications, & supports are met	Provide guidance & support to site staff
Work with classroom teachers/administration to develop a program schedule	Conduct program observations & provide feedback for continuous improvement
Communicate with caregivers & ensure they sign all necessary consent forms	Analyze data reports, assessments, & provide feedback for continuous improvement
Collect & submit daily, monthly, & annual data (attendance, surveys, & assessments)	Provide a platform & support for data entry
Use curricula, materials, & resources provided by STC	Provide curricula, materials, & resources to site staff
Plan & implement required family engagement activities & events	Provide family engagement guidance & resources for staff



Save the Children.

AFTERSCHOOL PROGRAMS

OVERVIEW

Save the Children's afterschool program targets children in grades K-6 who are below grade level. The program is designed to have children rotate in **30-minute small group** (10:1 ratio) sessions led by trained tutors, running for at least **110 days, four days a week**, with family engagement embedded. Children should be enrolled in the program and attend with consistency.

The literacy program focuses on:

- **Skill-Building:** Emphasizing word recognition, phonemic awareness, phonics, and fluency.
- **Read-Aloud:** Enhancing language comprehension through vocabulary and fluency.

The math program includes:

- **Math Workshop:** Engaging children in discussions and hands-on activities to build understanding.
- **Basic Fact Fluency:** Using partner games to strengthen foundational math skills.

Additional programs include:

- **Healthy Choices:** Engaging children in physical activity & nutrition lessons.
- **Enrichment:** Children engage in STEM, hands-on learning, problem solving & foster social interactions.

The program aims to foster confidence in both reading and math, promoting a positive identity as learners. Tools from Renaissance®, such as STAR Reading®, STAR Early Literacy®, and STAR Math®, support the programs.



PHOTO: CANVA

AFTERSCHOOL

Must Include:



Snack/Meal



Healthy Choices



Literacy:
Skill-Building



Literacy:
Read-Aloud



Math: Math
Workshop



Math: Basic
Fact Fluency



Enrichment

Choose 2-3 Additional Program Components
Based on Need, Budget, & Timeframe:

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AFTERSCHOOL PROGRAMS

MINIMUM OPERATING STANDARDS

PROGRAM SCHEDULE & ENROLLMENT

- Operate for at least **110 days**, without weeklong breaks, except for holidays and weather.
- Schedule at least **4 days per week** and **1 hour and 45 minutes daily**.
 - Provide a healthy snack or meal
 - Must include 30-minutes of Healthy Choices.
 - Must include 30-60 minutes of literacy and/or math.
 - May include 30-minutes of enrichment.
 - Allow transition time between activities.
- Maintain a **minimum average daily attendance of 30** children or meet grant requirements.
- Consult with the district/school attorney about any additional state requirements.

STAFFING & SCHEDULING

- Each site needs a Program Coordinator (PC) and additional tutors for each program component area. (literacy tutor, math tutor, healthy choices tutor, etc.)
- Jobs will be posted and hired by the partner site; a job description detailing roles & responsibilities will be provided by Save the Children.
- Maintain a **staff/child ratio of 1:10** for academic components and a 1:20 for enrichment components.
- All program staff should have at least **30 paid hours** per school year for **STC training and technical assistance** (T&TA) and preparation outside of implementation.
- The PC requires at least **1 hour daily for planning**, data entry, and preparing of activities, separate from program implementation.
- Tutors should have at least **2 paid hours weekly for planning** and preparing of activities outside of program implementation.

SPACE & MATERIALS

- **Designated rooms for Save the Children** program to occur should be arranged, ensuring there is enough space for program materials and small groups to implement activities.
- All necessary equipment, materials, and supplies must be purchased as outlined in the STC program material and ordering forms.
- There must be a **secure location for safely storing program documentation**, materials, and supplies.
- A **computer and printer should be provided** for the Program Coordinator and program staff to carry out administrative tasks.
- A reliable internet connection and phone access are provided for program staff.
- Program Coordinator can access district technology staff to assist with Renaissance and other technology-related needs for the program.
- Must **enroll in USDA's food and nutrition program** to provide a healthy snack and/or meal daily.



Save the Children.

DATA COLLECTION & REPORTING

Partner sites must conduct all required assessments based on components implemented and grade levels served. We used the following assessments:

- **Literacy:**
 - STAR Reading: Grades 2-6
 - STAR Early Literacy: Grades K-1
- **Math:**
 - STAR Math: Grades K-6

Children will take the STAR assessment(s) 3 times per year to measure growth.

- **Fall:** August 1–November 30 (whole school)
- **Winter:** December 1–March 31 (at minimum, program children only)
- **Spring:** April 1–July 31 (whole school)

- Must collect attendance data.
- Must enter all required data into STC's online Monitoring & Evaluation system.
- Caregiver survey data is collected at the end of programming.
- Must enter and collect required data for grant purposes, as applicable.

SAFEGUARDING

Safeguarding is how we make STC safe for children, their families, and the communities we serve. Safeguarding refers to our collective and individual responsibility to ensure that everyone who interacts with STC is safe from harm—whether deliberate or accidental—caused by our representatives, partners, programs, or operations. Harm includes, but is not limited to, sexual, physical, and emotional abuse, neglect, discrimination, harassment, and human trafficking. At STC, our safeguarding commitments and obligations are outlined in the [Safeguarding and Counter-Human Trafficking Policy and Procedures](#).

FAMILY ENGAGEMENT

To enhance family engagement, the following actions are required:

- Establish a Family Engagement team with school administration, staff, and caregivers.
- Use the “Family Engagement Checklist” to identify focus areas for the program year.
- Collaborate with school staff to complete an annual “Family Engagement Planning Guide” that aligns with program and existing school-wide family engagement practices.
- Conduct at least six family engagement activities, that includes two events.
- Administer a Caregiver Post-Survey at the end of the program year, ensuring completion by one caregiver per family.
- Submit family engagement data, including the Family Post-Survey results, to Save the Children for analysis.

Please note: Deviations from the MOS requires approval.



Save the Children.

AFTERSCHOOL PROGRAMS

AT-A-GLANCE

Program Adaptations	Minimum Requirements (Note: The requirements listed here are non-negotiable. Take into consideration any additional grant/funding requirements)
Must Include: • Snack/Meal • Healthy Choices Choose 2-3 Additional Program Components based on need, budget & timeframe: • Literacy: Skill-Building • Literacy: Read-Aloud • Math: Math Workshop • Math: Basic Fact Fluency • Enrichment	General: • Kindergarten - 6th Grade (K-3 preferred) • 110 days minimum • 4 days per week minimum • 1 hour & 45 minutes per day minimum • 1:10 child/tutor ratio (Each site must have a Program Coordinator) • Attendance must be tracked in SCORE (or new system) • Weekly lesson plans Evaluation: • Progress monitoring done through checkpoints and observations; the spreadsheets are due on the 5th of each month • STAR Reading (2-6), STAR Early Literacy (SEL) (K-1) and STAR Math (K-6) assessments given 3 times per year; beginning, middle, and end of the year • Fall: August 1–November 30 • Winter: December 1–March 31 • Spring: April 1–July 31



Save the Children.

AFTERSCHOOL PROGRAMS

QUICK START GUIDE

Partner Responsibilities	Save the Children's Responsibilities
Hire qualified staff	Provide STC Lead Associate
Develop program schedule	Provide job descriptions and feedback during hiring process
Provide appropriate space & storage	Provide necessary training & technical assistance for staff
Provide reliable internet, technology equipment, & support	Purchase Renaissance software & provide technical support
Utilize USDA's nutrition program to provide snacks or meals	Provide consent forms
Ensure program staff complete training before working with children	Provide guidelines for afterschool program
Purchase STC materials, books, & supplies	Provide guidance & support to site staff
Recruit children for program; make sure all accommodations, modifications, & supports are met	Conduct program observations & provide feedback for continuous improvement
Communicate with caregivers & ensure they sign all necessary consent forms	Analyze data reports, assessments, & provide feedback for continuous improvement
Administer all required assessments & surveys	Provide a platform & support for data entry
Collect & submit daily, monthly, & annual data (attendance, surveys, & assessments)	Provide curricula, materials, & resources to site staff
Use curricula, materials, & resources provided by STC	Provide family engagement guidance & resources for staff
Plan & implement required family engagement events & activities	

**Save the Children.**

SAVE THE CHILDREN, U.S. PROGRAMS TECHNOLOGY GUIDELINES

PY27 SUBAWARD AGREEMENT APPENDIX 1.E

OVERVIEW

Save the Children U.S. Programs is committed to using computer technologies and communication networks to strengthen our ability to reach and affect the lives of children. Our vision is to use technology to achieve greater results, analyze student success patterns, measure the effectiveness of our initiatives, and streamline communications. Partners must be committed to having and maintaining the technology infrastructure to take part in these efforts.

All school-age program Partners must have a reasonable number of serviceable computers in a computer lab and/or library to be used by children who participate in the school age programs supported by Save the Children. It is recommended that there be one internet enabled computer/device for every 4-6 children participating in our Afterschool, In-School and SummerBoost programs to support the use of Renaissance software. Every school-age program Partner must have a qualified Technology Specialist who will be responsible for ensuring the appropriate technology is accessible by program staff and children. Program staff must be committed to using the tools provided.

All early childhood program Partners must ensure that their Early Childhood Coordinators have an internet-enabled computer and printer available to support their work.

Save the Children's programs utilize specific web-based software depending on the type of program. In addition, all program Partners are required to use the Rural Learning Exchange to access program documentation, training, and technical assistance resources.

SCHOOL-AGE PROGRAMS

- **SCORE** – Save the Children's Online Reporting and Evaluation system
 - Partners are required to use the online SCORE system to track the children enrolled in Afterschool, In-School, and/or SummerBoost Programs
- **Renaissance** – Web-based literacy and math assessment software provided by [Renaissance \(www.Renaissance.com\)](http://www.Renaissance.com)
 - STAR Reading, STAR Early Literacy, and STAR Math, consist of computerized quizzes and assessments to measure students' comprehension and progress
 - All school-age Partners are required to use Renaissance which is hosted online directly by Renaissance

EARLY CHILDHOOD PROGRAMS

- **SCORE** - Save the Children's Online Reporting and Evaluation system
 - Partners are required to use the online SCORE system to track the children enrolled in Early Steps to School Success Program
- **PICCOLO Assessment**
 - This assessment requires a tablet or other portable device that includes a video recording feature.



Save the Children.

TECHNOLOGY REQUIREMENTS

Below are minimum requirements required to access Save the Children's U.S. Programs monitoring & evaluation system (SCORE), and Save the Children's Rural Learning Exchange. All applications are web-based.

Please refer to Renaissance's system requirements on their website [System Requirements | Renaissance \(www.Renaissance.com/system-requirements\)](https://www.Renaissance.com/system-requirements) for specific guidelines related to their products used in our school-age programs.

Technology Component	Save the Children Technology Requirements
Computer	School-age programs – 1 computer for every 4-6 children + 1 computer for program administration Early childhood programs – 1 computer for program administration plus a tablet or other device (with a video recording feature) for the PICCOLO assessment
Web Browser	Recommended: Windows – Microsoft Edge Chromium¹, Firefox – five most recent versions as of 2024, Chrome – five most recent versions as of 2024 Others: MacOS/iOS – Safari – five most recent versions, Firefox – five most recent versions, Chrome – five most recent versions as of June 2024
Operating System	Recommended minimum: Windows 10 or higher
Mobile Devices	• Chromebooks • iOS iPad- 9.x or later • Android (Tablet/Mobile) • Tablets 7 inches or larger
Processor & RAM	Follow minimum requirements for your operating system
Screen Resolution	1024 x 768 or higher
Printer(s)	Required
Internet Connection	High Speed Internet Connection
Video Conferencing	Computers/devices used for data entry must have the ability to connect to video conferencing services. Both camera and audio must be available. When possible, a telephone located near a computer or access to a cell phone is recommended.
Other Requirements	• Microsoft Excel • Adobe Reader 11 or later • JavaScript should be turned on in the browser for best user interface experience

DATA USE AGREEMENT AND CONSENT TO RELEASE CONFIDENTIAL STUDENT EDUCATION RECORDS

THIS DATA USE AGREEMENT AND CONSENT TO RELEASE CONFIDENTIAL STUDENT DATA AGREEMENT (“Agreement”) is entered into as of the date last signed below by and between the Board of Education of the “District” (as named in the signature block below), **Save the Children Federation, Inc.**, (“Data Recipient”), and **Renaissance Learning, Inc.** (“Renaissance”). Collectively referred to as the “Parties”, and each, a “Party”.

WHEREAS, the District has selected Renaissance to provide services (“Services”) that require Renaissance to receive and collect: student, classroom, and school-level data (“Stored Data”).

WHEREAS, the District has requested that Renaissance share the Stored Data with Data Recipient; and

WHEREAS, Renaissance agrees to assist District in providing the Stored Data to Data Recipient.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, the parties hereby agree as follows:

1. PURPOSE. The purpose of this Agreement is to explicitly state the District’s consent for Renaissance to release the Stored Data to Data Recipient.

2. TERM. This Agreement shall become effective on the date first written above and, subject to any earlier termination as provided herein, shall remain in effect until 10 days after District gives written notice to Renaissance. The obligation of indemnification set forth in Paragraph 6 shall survive the termination of this Agreement.

3. CONTRACTOR RELATIONSHIPS. It is agreed that the legal relationship between Renaissance, Data Recipient and the District is of a contractual nature. District and Data Recipient agree that Renaissance is at all times acting as a contractor and is, in performing its duties under this Agreement, acting for the District. The District acknowledges that it is contracting with Renaissance and requesting Renaissance to share the Stored Data with Data Recipient because the District needs the assistance of Renaissance to share the Stored Data. The District also acknowledges that both Renaissance and Data Recipient have a legitimate educational interest in the Stored Data.

4. CONFIDENTIAL INFORMATION.

a) Consent to Release Student Education Records. The District authorizes Renaissance to release the Stored Data which includes student “education records” as defined in the Family Educational Rights and Privacy Act (FERPA) and any confidential information or records as defined by applicable state law, whether as aggregate data or personally identifiable information, to Data Recipient.

b) Redisclosure of Student Education Records. Data Recipient agrees that it will not redisclose the Stored Data without the prior consent of the parent or eligible student to whom the education record and/or student record refers.

c) District Record of Disclosure. The District will maintain a record of disclosure, as required by 34 C.F.R. § 99.32(b), containing the name of Data Recipient and the legitimate interests which Data Recipient has to the Stored Data.

d) Student Education Records. Consistent with this Agreement, Data Recipient will comply with the relevant requirements of FERPA, the Individuals with Disabilities Education Act (IDEA), and any applicable state student records law, regarding the confidentiality of student “education records” as defined in FERPA and other confidential student information. Data Recipient will limit internal access to the Stored Data to only those employees who reasonably need access to the Stored Data in order to perform Data Recipient’s responsibilities to the District.

5. NOTIFICATION TO PARENTS AND STUDENTS. The District agrees that, if required by law, it will disclose Renaissance and Data Recipient as contractors retained to provide various institutional services and functions on the annual FERPA notice sent to parents and students in the District pursuant to 34 C.F.R. § 99.7.

6. INDEMNIFICATION.

a) General Indemnification. To the fullest extent permitted by law, the District and Data Recipient each agrees to indemnify, defend and hold harmless Renaissance, its board, its officers and, employees from and against any and all claims, demands, suits, liabilities, injuries, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, defense costs arising or resulting from, or occasioned by or in connection with any release of the Stored Data by, respectively, the District or Data Recipient or their subcontractors; including but not limited to: breach of its duty to comply with any laws or regulations applicable to this Agreement, including but not limited to FERPA, IDEA, or any state Student Records Law or the breach of any provision in this Agreement by the District or Data Recipient. The obligation of indemnification set forth in this Paragraph shall survive the termination of this Agreement. It is expressly

understood and agreed that this indemnification agreement is not joint and that neither the District nor Data Recipient is responsible for any breach by the other party.

b) Investigation or Order from the Family Policy Compliance Office. District and Data Recipient agree they will notify Renaissance if either of them is contacted by the Family Policy Compliance Office, or any successor government office or agency charged with enforcing FERPA, or any state agency charged with enforcing state student records laws regarding any services or disclosure of records contemplated by this Agreement. Such notice shall be made in writing within three (3) business days of the first contact the government agency makes with District or Data Recipient.

7. GENERAL PROVISIONS.

a) Amendment. This Agreement may only be amended in writing signed by all Parties.

b) Entirety. This Agreement constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made between any Parties with respect to the subject matter hereof.

c) Governing Law. This Agreement shall be governed by the laws of the State of Wisconsin.

d) Severability. In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

e) Authority to Execute. Each Party represents and warrants to the other Parties that this Agreement has been duly authorized, executed and delivered by and on behalf of each such Party, and constitutes the legal, valid and binding agreement of said Party.

f) No Waiver. No course of dealing or failure of any Party to enforce strictly any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition. No express waiver of any term, right or condition of this Agreement shall operate as a waiver of any other term, right or condition.

g) Assignment. This Agreement only be assigned in writing signed by all Parties.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the last date written below.

District name (“DISTRICT”)

SAVE THE CHILDREN FEDERATION, INC.

Authorized signature

Authorized Signature

Printed name

Printed name

Title

Title

Date

Date

RENAISSANCE LEARNING, INC.

Authorized signature

Printed name

Title

Date

PLAN REPORT



Primary Funding Opportunity
PY27

Implementation State
California

Status
Application - Approved

Name
Cutler Elementary - PY27

Program Year			
Fiscal Agent	Cutler-Orosi Joint Unified School District		Site Cutler Elementary
Analysis Code	999007690	Approved	8/11/2026
Project Details			
Total Project Cost	\$79,303.44	Start Date	7/1/2026
Amount Requested	\$79,303.44	End Date	6/30/2027
Cost Share	Null	Null	Last Amendment Date
Project Description			
Save the Children will provide support with math intervention and the implementation of the Family Engagement Framework within the afterschool setting. Math intervention will be implemented for one hour each day.			
Project Roles			
Applicant	Jayboy Camaquin		
Primary Contact	Jayboy S Camaquin		
Finance Contact	Mrs. Erika Guardado		
Program Selection			
Strategic Alignment	Program	Components	
Grade Level Proficiency	Afterschool	Afterschool Family Engagement Math	

Program Details - Cutler-Orosi Joint Unified School District - Cutler Elementary - 999007690

Afterschool	Program Budget	Other	\$9,200.00
		Personnel	\$70,103.44
		Total	\$79,303.44
	Afterschool Notes	Afterschool program notes and comments Our afterschool program delivers a comprehensive STEAM experience by combining high-tech tools such as drones and LEGO engineering kits with creative and scientific exploration in music, the SPARK wellness curriculum, and plant and animal sciences. To ensure rigorous academic impact, our after-school staff collaborates regularly with instructional content coaches. Together, they design intentional units of study aligned with core academic standards in math, reading, writing, listening, and speaking.	
Afterschool Project Details	Afterschool Days of Operation (select all that apply)		Monday, Tuesday, Wednesday, Thursday, Friday
	Afterschool Grades you plan to Serve (select all that apply)		Kindergarten, 1st, 2nd
	Afterschool Programming will deviate from Program Standards		No - The after-school and summer Math Intervention program features a dedicated math block designed to build both conceptual understanding and procedural fluency. Utilizing a Math Workshop model, instructors leverage math talks and manipulatives to deepen student understanding, while integrating targeted Basic Fact Fluency games to reinforce procedural skills.
	Are you a New Afterschool Partner or a Renewal Afterschool Partner		Renewal Partner
	Does your site currently provide Spanish language instruction or use Spanish language curriculum materials?		Yes
	I have read and agree to pages 24-32 of the Grade Level Proficiency Detailed Description		Yes
	Is the Save the Children Program at this site funded by a 21st Century Community Learning Centers (21st CCLC)		No
	Is your site also running Save the Children In-School Programming in FY27?		Yes
	What STEM products/materials are being utilized in your afterschool program?		Our after-school program utilizes a diverse range of hands-on STEAM (Science, Technology, Engineering, Arts, and Math) materials to foster innovation, creativity, and critical thinking. Key products and resources include Technology & Engineering: Flight-ready drones for basic coding and aviation concepts, alongside LEGO engineering kits for structural design and collaboration. Arts & Creative Expression: Integrated music production tools and instruments to explore sound engineering and rhythm. Curriculum & Movement: The SPARK physical education curriculum promotes
	https://www.canva.com/design/DA669Hfz7xo/1V4QuX1LMgrFSDyp-g9oA		Null

PLAN REPORT



Primary Funding Opportunity
PY27

Implementation State
California

Status
Application - Approved

Name
Golden Valley Elementary - PY27

Program Year			
Fiscal Agent	Cutler-Orosi Joint Unified School District		Site Golden Valley Elementary
Analysis Code	999007695	Approved	8/11/2026
Project Details			
Total Project Cost	\$68,152.41	Start Date	7/1/2026
Amount Requested	\$68,152.41	End Date	6/30/2027
Cost Share	Null	Null	Last Amendment Date
Project Description			
Save the Children will provide support with math intervention and the implementation of the Family Engagement Framework within the afterschool setting. Math intervention will be implemented for one hour each day.			
Project Roles			
Applicant	Jayboy Camaquin		
Primary Contact	Jayboy S Camaquin		
Finance Contact	Mrs. Erika Guardado		
Program Selection			
Strategic Alignment	Program	Components	
Grade Level Proficiency	Afterschool	Afterschool Family Engagement Math	

Program Details - Cutler-Orosi Joint Unified School District - Golden Valley Elementary - 999007695

Afterschool	Program Budget	Other	\$5,200.00
		Personnel	\$58,952.41
		Total	\$68,152.41
	Afterschool Notes	Afterschool program notes and comments Our afterschool program delivers a comprehensive STEAM experience by combining high-tech tools such as drones and LEGO engineering kits with creative and scientific exploration in music, the SPARK wellness curriculum, and plant and animal sciences. To ensure rigorous academic impact, our after-school staff collaborates regularly with instructional content coaches. Together, they design intentional units of study aligned with core academic standards in math, reading, writing, listening, and speaking.	
	Afterschool Project Details	Afterschool Days of Operation (select all that apply)	Monday, Tuesday, Wednesday, Thursday, Friday
		Afterschool Grades you plan to serve (select all that apply)	Kindergarten, 1st, 2nd
		Afterschool Programming will deviate from Program Standards	No - The after-school and summer Math Intervention program features a dedicated math block designed to build both conceptual understanding and procedural fluency. Utilizing a Math Workshop model, instructors leverage math talks and manipulatives to deepen student understanding, while integrating targeted Basic Fact Fluency games to reinforce procedural skills.
		Are you a New Afterschool Partner or a Renewal Afterschool Partner	Renewal Partner
		Does your site currently provide Spanish language instruction or use Spanish language curriculum materials?	Yes
		I have read and agree to pages 24-32 of the Grade Level Proficiency Detailed Description	Yes
		Is the Save the Children Program at this site funded by a 21st Century Community Learning Centers (21st CCLC)	No
		Is your site also running Save the Children In-School Programming in PY27?	Yes
		What STEM products/materials are being utilized in your afterschool program?	Our after-school program utilizes a diverse range of hands-on STEAM (Science, Technology, Engineering, Arts, and Math) materials to foster innovation, creativity, and critical thinking. Key products and resources include Technology 8amp, Engineering Flight-ready drones for basic coding and aviation concepts, alongside LEGO engineering kits for structural design and collaboration. Arts 8amp, Creative Expression: Integrated music production tools and instruments to explore sound engineering and rhythm. Curriculum 8amp, Movement: The SPARK physical education curriculum promotes.
		https://www.canva.com/design/DAG6BHFz7xo/IV4Qlx1kMgF5Dypr8geA	Null

PLAN REPORT



Primary Funding Opportunity
PY27

Implementation State
California

Status
Application - Approved

Name
Palm Elementary - PY27

Program Year			
Fiscal Agent	Cutler-Orosi Joint Unified School District		Site Palm Elementary
Analysis Code	999007691	Approved	8/11/2026
Project Details			
Total Project Cost	\$67,562.00	Start Date	7/1/2026
Amount Requested	\$67,561.94	End Date	6/30/2027
Cost Share	Null	Null	Last Amendment Date
Project Description			
Save the Children will provide support with math intervention and the implementation of the Family Engagement Framework within the afterschool setting. Math intervention will be implemented for one hour each day.			
Project Roles			
Applicant	Jayboy Camaquin		
Primary Contact	Jayboy S Camaquin		
Finance Contact	Mrs. Erika Guardado		
Program Selection			
Strategic Alignment	Program	Components	
Grade Level Proficiency	Afterschool	Family Engagement Math Afterschool	

Program Details - Cutler-Dorset Joint Unified School District - Palm Elementary - 999007691

Afterschool	Program Budget	Other	\$9,200.00
		Personnel	\$58,361.94
		Total	\$67,561.94
	Afterschool Notes	Afterschool program notes and comments Our afterschool program delivers a comprehensive STEAM experience by combining high-tech tools such as drones and LEGO engineering, kinesthetic creative and scientific exploration in music, the SPARK wellness curriculum, and plant and animal sciences. To ensure rigorous academic impact, our after-school staff collaborates regularly with instructional content coaches. Together, they design intentional units of study aligned with core academic standards in math, reading, writing, listening, and speaking.	
	Afterschool Project Details	Afterschool Days of Operation (select all that apply)	Monday, Tuesday, Wednesday, Thursday, Friday
		Afterschool Grades you plan to serve (select all that apply)	Kindergarten, 1st, 2nd
		Afterschool Programming will deviate from Program Standards	No - The after-school and summer Math Intervention program features a dedicated math block designed to build both conceptual understanding and procedural fluency. Utilizing a Math Workshop model, instructors leverage math talks and manipulatives to deepen student understanding, while integrating targeted Basic Fact Fluency games to reinforce procedural skills.
		Are you a New Afterschool Partner or a Renewal Afterschool Partner	Renewal Partner
		Does your site currently provide Spanish language instruction or use Spanish language curriculum materials?	No
		I have read and agree to pages 24-32 of the Grade Level Proficiency Detailed Description	Yes
		Is the Save the Children Program at this site funded by a 21st Century Community Learning Centers (21st CCLC)	No
		Is your site also running Save the Children In-School Programming in PY2?	Yes
		What STEM products/materials are being utilized in your afterschool program?	Our afterschool program utilizes a diverse range of hands-on STEAM (Science, Technology, Engineering, Arts, and Math) materials to foster innovation, creativity, and critical thinking. Key products and resources include Technology & Engineering: Flight-ready drones for basic coding and aviation concepts, alongside LEGO engineering kits for structural design and collaboration. Arts & Creative Expression: Integrated music production tools and instruments to explore sound engineering and rhythm. Curriculum & Movement: The SPARK physical education curriculum to promote
		https://www.canva.com/esign/7d4G89HFz7xa/7V4QJx1kLMgrFS5Dyp9gcA	Null

PY27	Save The Children
Site	Cutler Elementary
Fiscal	Cutler-Orosi Joint Unified School District
State	CA
Period From:	7/1/2026
Period To:	6/30/2027

Partner Budget						
I.	In School Education	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Total In School Cost	\$0.00	\$0.00	\$0.00		\$0.00
II.	After School Education	Total Budget	STC	Cost Share	Source of	Variance
	Personnel Cost					
	Certified Staff	\$0.00	\$0.00	\$0.00		
	Classified Staff	\$38,518.38	\$38,518.38	\$0.00		
	Fringe	\$31,585.07	\$31,585.07	\$0.00		
	Total After School Literacy Personnel Cost	\$70,103.44	\$70,103.44	\$0.00		
	Program Cost					
	Books	\$0.00	\$0.00	\$0.00		
	Materials and Equipment	\$3,200.00	\$3,200.00	\$0.00		
	Training, Travel, and Transportation	\$6,000.00	\$6,000.00	\$0.00		
	Other	\$0.00	\$0.00	\$0.00		
	Total After School Literacy Program Cost	\$9,200.00	\$9,200.00	\$0.00		
	Total After School Cost	\$79,303.44	\$79,303.44	\$0.00		\$0.00
III.	Early Childhood	Total Budget	STC	Cost Share	Source of	Variance
	Total Early Childhood Cost	\$0.00	\$0.00	\$0.00		\$0.00
IV.	Kindergarten Readiness	Total Budget	STC	Cost Share	Source of	Variance
	Total Kindergarten Readiness Cost	\$0.00	\$0.00	\$0.00		\$0.00
V.	Community Impact	Total Budget	STC	Cost Share	Source of	Variance
	Total Community Impact Cost	\$0.00	\$0.00	\$0.00		\$0.00
	Total Budget	\$79,303	\$79,303	\$0		\$0.00

Budget Narrative

The following budget narrative describes the total funds necessary

to support programs at

Cutler Elementary

by

Cutler-Orosi Joint Unified School District

over the period of

7/1/2026

through

6/30/2027**II. AFTER-SCHOOL EDUCATION****Classified staff:**

	#	%	annual salary	
Program Coordinator	@	1	35% \$ 42,800.00	
	@			
	#	per hour	# hours/ day	# days/ year
Tutor 1	@	1 \$ 24.50	1.75	183
Tutor 2	@	1 \$ 24.50	1.75	183
Tutor 3	@	1 \$ 24.50	1.75	183
	@			

Total Classified Staff:

Save the Children:	Cost Share:
\$ 14,980.00	
\$ -	
\$ 7,846.13	
\$ 7,846.13	
\$ 7,846.13	
\$ -	
\$ 38,518.38	\$ -

Fringe:

	% of salaries	Total Salaries	Cost Share Salaries
Certified Staff	@	\$ -	\$ -
Classified Staff	@	82% \$ 38,518.38	\$ -

Total Fringe:

Save the Children:	Cost Share:
\$ -	\$ -
\$ 31,585.07	\$ -
\$ 31,585.07	\$ -

Materials and Equipment**Materials and Supplies**

	Total Cost
Materials and Supplies	\$ 1,000.00
Math	\$ 1,000.00
Family Engagement	\$ 700.00

Snacks	# kids	Cost/ child/ day	# Days

Technology	
Printing	\$ 500.00

Total Materials

Save the Children:	Cost Share:
\$ 1,000.00	
\$ 1,000.00	
\$ 700.00	
\$ -	
\$ 500.00	
\$ 3,200.00	\$ -

Training, Travel, and Transportation**Training and Travel**

Mileage	#	Cost per mile	Total miles/ mo	# months
	@			
	@			

Other	#	Cost
Mandatory BTS Training	4	\$ 1,500.00

Total Travel

Save the Children:	Cost Share:
\$ -	
\$ -	
\$ 6,000.00	
\$ -	
\$ 6,000.00	\$ -

Other

Other Costs - if approved	Direct Total	%	Total Cost
	\$ 79,303.44		\$ -

Total Other

Save the Children:	Cost Share:
\$ -	
\$ -	

Save the Children:	Cost Share:
\$ 79,303.44	\$ -

TOTAL AFTER-SCHOOL**TOTAL Budget**

Save the Children:	Cost Share:
\$79,303.44	\$0.00

PY27	Save The Children
Site	Golden Valley Elementary
Fiscal	Cutler-Orosi Joint Unified School District
State	CA
Period From:	7/1/2026
Period To:	6/30/2027

Partner Budget						
I.	In School Education	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Total In School Cost	\$0.00	\$0.00	\$0.00		\$0.00
II.	After School Education	Total Budget	STC	Cost Share	Source of	Variance
	Personnel Cost					
	Certified Staff	\$0.00	\$0.00	\$0.00		
	Classified Staff	\$36,390.38	\$36,390.38	\$0.00		
	Fringe	\$22,562.03	\$22,562.03	\$0.00		
	Total After School Literacy Personnel Cost	\$58,952.41	\$58,952.41	\$0.00		
	Program Cost					
	Books	\$0.00	\$0.00	\$0.00		
	Materials and Equipment	\$3,200.00	\$3,200.00	\$0.00		
	Training, Travel, and Transportation	\$6,000.00	\$6,000.00	\$0.00		
	Other	\$0.00	\$0.00	\$0.00		
	Total After School Literacy Program Cost	\$9,200.00	\$9,200.00	\$0.00		
	Total After School Cost	\$68,152.41	\$68,152.41	\$0.00		\$0.00
III.	Early Childhood	Total Budget	STC	Cost Share	Source of	Variance
	Total Early Childhood Cost	\$0.00	\$0.00	\$0.00		\$0.00
IV.	Kindergarten Readiness	Total Budget	STC	Cost Share	Source of	Variance
	Total Kindergarten Readiness Cost	\$0.00	\$0.00	\$0.00		\$0.00
V.	Community Impact	Total Budget	STC	Cost Share	Source of	Variance
	Total Community Impact Cost	\$0.00	\$0.00	\$0.00		\$0.00
	Total Budget	\$68,152	\$68,152	\$0		\$0.00

Budget Narrative

The following budget narrative describes the total funds necessary

to support programs at

Golden Valley Elementary

by

Cutler-Orosi Joint Unified School District

over the period of

7/1/2026

through

6/30/2027**II. AFTER-SCHOOL****Classified staff:**

sified staff:

	#	%	annual salary	
Coordinator @	1	35%	\$	36,720.00
@				

	#	per hour	# hours/ day	# days/ year
Tutor 1 @	1	\$ 24.50	1.75	183
Tutor 2 @	1	\$ 24.50	1.75	183
Tutor 3 @	1	\$ 24.50	1.75	183
@				

Save the Children:**Cost Share:**

\$	12,852.00	
\$	-	
\$	7,846.13	
\$	7,846.13	
\$	7,846.13	
\$	-	
\$	36,390.38	\$ -

Total Classified Staff:**Fringe:**

	% of salaries	Total Salaries	Cost Share Salaries
Certified Staff @		\$ -	\$ -
Classified Staff @	62%	\$ 36,390.38	\$ -

Save the Children:**Cost Share:**

\$	-	\$ -
\$	22,562.03	\$ -
\$	22,562.03	\$ -

Total Fringe:**Materials and****Materials and Supplies**

	Total Cost
Materials and Supplies	\$ 1,000.00
Math	\$ 1,000.00
Family Engagement	\$ 700.00

Save the Children:**Cost Share:**

\$	1,000.00	
\$	1,000.00	
\$	700.00	

Technology

Printing	\$ 500.00
----------	-----------

\$	500.00	
\$	3,200.00	\$ -

Total Materials**Training, Travel, and Transportation****Travel**

Mileage	#	Cost per mile	Total miles/ mo	# months
@				
@				

Save the Children:**Cost Share:**

\$	-	
\$	-	

Other

	#	Cost
Mandatory BTS Training	4	\$ 1,500.00

\$	6,000.00	
\$	-	

Total Travel

\$	6,000.00	\$ -
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Other

Other Costs - if approved	Direct Total	%	Total Cost
	\$ 68,152.41		\$ -

Save the Children:**Cost Share:**

\$	-	
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Total Other

\$	-	\$ -
----	---	------

Save the Children:**Cost Share:****TOTAL AFTER-SCHOOL**

\$	68,152.41	\$ -
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Save the Children:**Cost Share:****TOTAL Budget****\$68,152.41****\$0.00**

PY27	Save The Children
Site	Palm Elementary
Fiscal	Cutler-Orosi Joint Unified School District
State	CA
Period From:	7/1/2026
Period To:	6/30/2027

	Partner Budget					
I.	In School Education	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
	Total In School Cost	\$0.00	\$0.00	\$0.00		\$0.00
II.	After School Education	Total Budget	STC	Cost Share	Source of	Variance
	Personnel Cost					
	Certified Staff	\$0.00	\$0.00	\$0.00		
	Classified Staff	\$32,067.00	\$32,067.00	\$0.00	Extended School Services	
	Fringe	\$26,294.94	\$26,294.94	\$0.00	Extended School Services	
	Total After School Literacy Personnel Cost	\$58,361.94	\$58,361.94	\$0.00		
	Program Cost					
	Books	\$0.00	\$0.00	\$0.00		
	Materials and Equipment	\$3,200.00	\$3,200.00	\$0.00		
	Training, Travel, and Transportation	\$6,000.00	\$6,000.00	\$0.00		
	Other	\$0.00	\$0.00	\$0.00		
	Total After School Literacy Program Cost	\$9,200.00	\$9,200.00	\$0.00		
	Total After School Cost	\$67,561.94	\$67,561.94	\$0.00		\$0.00
III.	Early Childhood	Total Budget	STC	Cost Share	Source of	Variance
	Total Early Childhood Cost	\$0.00	\$0.00	\$0.00		\$0.00
IV.	Kindergarten Readiness	Total Budget	STC	Cost Share	Source of	Variance
	Total Kindergarten Readiness Cost	\$0.00	\$0.00	\$0.00		\$0.00
V.	Community Impact	Total Budget	STC	Cost Share	Source of	Variance
	Total Community Impact Cost	\$0.00	\$0.00	\$0.00		\$0.00
	Total Budget	\$67,562	\$67,562	\$0		\$0.00

Budget Narrative

The following budget narrative describes the total funds necessary

to support programs at

Palm Elementary

by

Cutler-Orosi Joint Unified School District

over the period of

7/1/2026

through

6/30/2027

II. AFTER-SCHOOL

Classified staff:

	#	%	annual salary	
Coordinator	@	1	35% \$ 36,720.00	
	@			
	#	per hour	# hours/ day	# days/ year
Tutor 1	@	1 \$	20.00	1.75 183
Tutor 2	@	1 \$	20.00	1.75 183
Tutor 3	@	1 \$	20.00	1.75 183
	@			

Total Classified Staff:

Save the Children: *Cost Share:*

\$ 12,852.00

\$ -

\$ 6,405.00

\$ 6,405.00

\$ 6,405.00

\$ -

\$ 32,067.00 \$ -

Fringe:

	% of salaries	Total Salaries	Cost Share Salaries
Certified Staff @		\$ -	\$ -
Classified Staff @	82%	\$ 32,067.00	\$ -

Total Fringe:

Save the Children: *Cost Share:*

\$ - \$ -

\$ 26,294.94 \$ -

\$ 26,294.94 \$ -

Materials and

Materials and Supplies

	Total Cost
Materials and Supplies	\$ 1,000.00
Math	\$ 1,000.00
Family Engagement	\$ 700.00

Snacks	# kids	Cost/ child/ day	# Days

Technology	
Printing	\$ 500.00

Total Materials

Save the Children: *Cost Share:*

\$ 1,000.00

\$ 1,000.00

\$ 700.00

\$ -

\$ -

\$ -

\$ 500.00

\$ 3,200.00 \$ -

Training, Travel, and Transportation

Travel

Mileage	#	Cost per mile	Total miles/ mo	# months
	@			
	@			

Other	#	Cost
Mandatory BTS Training & Team Huddle	4	\$ 1,500.00

Total Travel

Save the Children: *Cost Share:*

\$ -

\$ -

\$ -

\$ 6,000.00

\$ -

\$ 6,000.00 \$ -

Other

Other Costs - if approved	Direct Total	%	Total Cost
	\$ 67,561.94		\$ -

Total Other

Save the Children: *Cost Share:*

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

TOTAL Budget

\$67,561.94

\$0.00

TOTAL AFTER-SCHOOL **\$ 67,561.94** **\$ -**



Policy Title	Safeguarding and Counter-Human Trafficking Policy
Version No.	SG-01
Effective Date	3/25/2024
Summary	This Policy describes Save the Children's commitments to safeguarding children and adults in the communities we serve and to preventing Human Trafficking, including standards of conduct applicable to all Representatives.
Implementing Procedures	Safeguarding and Counter-Human Trafficking Procedures
Approver	Senior Leadership Team
Policy Owner	General Counsel
Point of Contact	Managing Director of Safeguarding
Applicability	☒ Save the Children Federation, Inc. ☒ SCUS Head Start ☒ Save the Children Action Network ☒ Other: Sub-awardees, vendors, suppliers, consultants, and others with whom we provide assets in exchange for services or products (collectively, "Partners")
Legal / Compliance Requirements or Other Standards	USAID ADS 303 Mandatory Standard Provisions on Trafficking in Persons (July 2015), and Safeguarding Against Exploitation, Sexual Abuse, Child Abuse, And Child Neglect (October 2023), Inter-Agency Standing Committee (IASC) Six Core Principles Relating to Sexual Exploitation and Abuse
Applicable Code of Ethics Principle	Principal 1 – Safeguarding is at the core of every decision that we make. Principal 5 – We raise our concerns, even if we are not sure something bad has happened



Purpose

This Policy, together with the Save the Children [Code of Ethics](#) and the Save the Children [Global Child Safeguarding Protocol](#) set out the commitments of Save the Children Federation, Inc., Save the Children Action Network, and SCUS Head Start Programs (collectively “SCUS”) to safeguarding and are fundamental to our mission and values.

Safeguarding is how we make SCUS *safe* for the children and adults who live in the communities where we operate. It refers to our individual and collective responsibility to prevent and respond to actions and omissions by our Representatives, whether deliberate or inadvertent, that place children and adults in the communities that we serve at risk of any kind of harm, abuse, or exploitation, including Human Trafficking.

Scope

This Policy is intended to cover all aspects of SCUS’ activities. It applies to all SCUS Representatives (including employees, volunteers, interns, consultants, and Trustees), as well as SCUS Partners and Program Visitors.

SCUS Representatives must demonstrate the highest standards of behavior and conduct, both in their private and professional lives, 24 hours a day, and 7 days a week. When traveling to other countries, SCUS Representatives will also follow the applicable policies of Save the Children International or other Save the Children Association Members.

The Policy applies to Program Visitors while visiting SCUS Programs or attending SCUS events.

SCUS’ Sub-awardees will be required to comply with this Policy or their own substantially similar policy when implementing part of a SCUS program. Other Partners will also be required to comply as per donor conditions and when provided with access to SCUS program participants or their data.

Policy Statement(s)

Upholding Our Legal Duties and Children’s Rights

SCUS will comply with all applicable laws and donor requirements concerning child protection, child welfare, nondiscrimination, human trafficking, and the prevention of sexual exploitation and abuse. In addition, we affirm our commitment to the [Inter-Agency Standing Committee’s Six Core Principles on Protection from Sexual Exploitation and Abuse](#), the [Save the Children Global Child Safeguarding Protocol](#), and the [Save the Children Disability Inclusion Policy](#). Where the SCUS Safeguarding Policy standard is higher than the applicable law, the SCUS’ Policy shall be followed.

SCUS is committed to giving primary consideration to the best interests of children and children’s rights in all actions we take related to preventing and responding to safeguarding violations. These rights include the child’s right to life and development, the



child's right to be heard/participate, and the child's right to non-discrimination as set forth in the United Nations Convention on the Rights of the Child. SCUS recognizes that certain individuals are at increased safeguarding risk, including children with disabilities, and we will take additional care to ensure that we protect their rights.

Behavioral Guidelines and Prohibited Conduct

SCUS Representatives and Program Visitors will review and adhere to the [Safeguarding Behavioral and Conduct Guidelines](#) in all their interactions with children and adults, including program participants and community members. Consistent with these materials, **SCUS prohibits all forms of Abuse, Exploitation, Human Trafficking, and Discrimination against child and adult program participants and community members**, including, without limitation, the following:

- Physical Abuse, Emotional Abuse, or Neglect of children.
- Engaging in any form of sexual activity with anyone under the age of 18 regardless of the age of consent locally. This includes grooming a child for sexual purposes. Ignorance or mistaken belief in the age of a child is not a defense.
- Engaging in sexual activity with an adult program participant or the caretaker of a child program participant, except in the circumstance that such relationship predates one or both parties' involvement with SCUS. Representatives are required to disclose any pre-existing relationships to their line manager.
- Exchanging money, employment, goods, or services for any form of sexual activity, including sexual favors or other forms of humiliating, degrading, or exploitative behavior. This includes exchanging assistance that is due to people participating in, or eligible for, SCUS Programs or buying or procuring sex acts from anyone at any time even when commercial sex transactions would be legal in the jurisdiction where they would occur.
- Engaging or attempting to engage in any form of sexual abuse or sexual harassment toward any program participants and community members, including any child or adult.
- The use of forced labor or engaging anyone under the age of 18 in any form of illegal or harmful child labor.
- The recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of any activity prohibited by this policy.
- Destroying, concealing, confiscating, or otherwise denying access by an employee to the employee's identity or immigration documents or engaging in other activities that contribute to Human Trafficking.
- Discriminating against program participants or community members, including any child or adult, on any basis, including but not limited to race, ethnicity, religion, sex, sexual orientation, gender identity, disability, or any other basis prohibited by federal, state, or local law.

See Annex 1 for definitions for the prohibited behaviors outlined above and Annex 3 for additional detail on activities that contribute to Human Trafficking.



Essential Standards

Per the standards set out in the Save the Children [Global Child Safeguarding Protocol](#), SCUS will adopt, maintain, and adhere to [agency-wide procedures](#) with respect to awareness and training of staff, prevention, reporting, and incident response. The People & Culture Division shall also maintain appropriate policies, procedures, and practices to combat human trafficking as set out in [Annex 3](#). In addition, SCUS Divisions may develop internal procedures and guidance to address safeguarding-related risks in their areas of responsibility, so long as they are consistent with this Policy and its associated procedures and guidance.

To ensure that safeguarding considerations are always prioritized, if any other agency Policy or Procedure appears to conflict with this Policy, this Policy shall prevail.

Reporting and Incident Response

All SCUS Representatives and Visitors must report concerns, suspicions, and known violations of this Policy or its Procedures - no matter how trivial the issue may seem - within 24 hours of becoming aware of the concern. Reports may be made anonymously. Reporting pathways include:

- **By phone:** (844) 287-1892
- **Online:** [SavetheChildren.EthicsPoint.com](https://www.savethechildren.org/ethicspoint)
- **By email:** safeguardingscus@savechildren.org or hotline@savechildren.org
- **In person:** Speak with your manager, HR Business Partner, or a safeguarding practitioner. Managers, HR Business Partners, and safeguarding practitioners are required to report all allegations of Safeguarding policy violations disclosed to them to EthicsPoint within 24 hours.
- **International programs:** Employees traveling to international programs are required to report concerns via [Datix](#) or to the local Safeguarding Focal Point. Upon return from travel, employees must inform the SCUS National Safeguarding Team of any concerns, suspicions, or known incidents that have been reported.

Where Partners have safeguarding reporting requirements under their agreements with SCUS, they must also report concerns, suspicions, and known violations of this Policy through the channels noted above.

Representatives and Visitors reporting concerns or complaints will be protected from any form of retaliation or negative employment consequences, per Save the Children's [Reporting and Resolving Policy Violations or Other Concerns Policy](#). Failure to report and/or knowingly reporting false information will be considered a breach of this Policy and may result in disciplinary action.

Information concerning suspected or reported safeguarding incidents should be treated as Confidential as defined in the Data and Information Classification Policy. Personal details concerning individuals involved in safeguarding incidents is Sensitive Personal



Information, as defined in the Personal Information Protection Policies. The collection and use of this information is governed by the relevant provisions of those policies.

All safeguarding concerns, suspicions, and incidents as well as any potential violations of this Policy will be thoroughly examined and where needed, investigated by SCUS' National Safeguarding Team. Where a Representative leaves SCUS prior to the commencement or completion of a safeguarding investigation and any subsequent disciplinary process, the process will continue, and a clear outcome will be recorded.

Ensuring a Survivor-Centered Approach

SCUS is committed to safeguarding approaches that put survivors at the heart of this Policy and related Guidance or Procedures. This means that the safety, dignity, and well-being of the survivor are the primary considerations in all steps SCUS takes to prevent and respond to concerns of safeguarding policy violations. Survivors have the right to decide whether they wish to be involved in any investigation. If desired, and with the informed Consent or Assent of the survivor, survivors will be referred to support services, which may include but are not limited to medical, psychosocial, and legal assistance. Support will be provided to survivors of safeguarding policy violations regardless of status or outcome of an investigation, including when a survivor does not wish to participate in an investigation.

Zero-Tolerance

SCUS has a zero-tolerance approach to Abuse, Exploitation, Human Trafficking, Harassment, and Discrimination against program participants and community members by any of our Representatives. Failure to adhere to the requirements set out in this Policy is a serious disciplinary breach and will result in disciplinary action up to and including termination of employment.

For Partners, violation of this Policy or their own substantially equivalent policy, failure to comply with contractual reporting requirements, and failure to take appropriate corrective action may result in suspension or immediate termination of the agreement and may also result in the party being deemed ineligible for future agreements with SCUS.

Exception Approval Procedure

Procedure/ Action	Action Owner
Exceptions to this policy requires written approval by the Vice President, General Counsel	Person seeking exception to policy
File and retain exception approval	General Counsel

Version Control

Version number	Version Date	Revisions made
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SG-01	3/25/2024	New comprehensive Policy which includes PSEA, Adult Safeguarding, and Human Trafficking
CS-01.7	12/15/2021	Updates to match new titling structure
CS-01.6	10/01/2020	Revisions of existing Child Safeguarding Policy
CS-01.5	02/01/2019	Revision of existing Child Safeguarding Policy
CS-01.4	04/12/2017	Updated format
CS-01.3	07/25/2016	Revision of existing Child Safety Policy



Annex 1 – Definitions

Term/Acronym	Definition
Assent	Assent is the expressed willingness or agreement of the child that is unable to give informed consent due to their age or maturity.
Child	Anyone under 18 years of age.
Best interest of the child	A commitment to ensuring that the child's wellbeing and interests are always the primary priority.
Child Abuse	Anything which individuals, institutions or processes do or fail to do which directly or indirectly harms children or damages their prospect of safe and healthy development into adulthood. Abuse may occur through direct contact, online or without the knowledge of the child. Child Abuse includes Physical Abuse, Emotional Abuse, Neglect, Sexual Exploitation & Abuse, and Exploitation.
Child Labor	Work that deprives children of their childhood, their potential, and their dignity, and that is harmful to physical and mental development. It includes work that is illegal, is mentally, physically, socially, or morally dangerous and harmful to children, or interferes with their schooling by: • depriving them of the opportunity to attend school; • obliging them to leave school prematurely; or • requiring them to attempt to combine school attendance with excessively long and heavy work.
Child Protection	Our programmatic area of work aimed at protecting children from all forms of abuse and exploitation in all regions of the world.
Child Welfare	Making the community safe for children. It refers to risks that are <i>external</i> to SCUS programs/operations. Child Welfare matters are required by law or local norms to be reported to local authorities, which may include familial, communal, or institutional child abuse allegations.
Children with disabilities	Children who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.
Consent	Informed consent is an ongoing agreement which is freely given based upon a clear appreciation and understanding of the facts, implications, and future consequences of an action.
Discrimination	The treatment of one individual differently than another because of that individual's membership in, or affiliation with, a protected category, or that of the individual's relatives, friends, or associates.



Save the Children.

	<i>Protected categories can be found in SCUS' Policy and Procedures Regarding Discrimination, Harassment and Workplace Culture.</i>
Emotional Abuse	Harm to a child's emotional, intellectual, mental, or psychological development. This may occur as an isolated event or on an ongoing basis. Emotional abuse includes but is not limited to any humiliating or degrading treatment, failure to meet a child's emotional needs, and rejecting, ignoring, terrorizing, isolating, or confining a child.
Exploitation	An umbrella term used to describe the abuse of children and adults who are forced, tricked, coerced, or trafficked into exploitative activities. Exploitation includes modern slavery and trafficking and children forced or recruited into armed conflict. <i>Sexual Exploitation definition can be found below.</i>
Grooming	Behavior that makes it easier for an offender to procure a child or vulnerable adult for sexual activity. It often involves the act of building the trust of children and/or their carers or a vulnerable adult, to gain access to them to sexually abuse them. Grooming may occur in person or online.
Harassment	For the purposes of this policy, harassment of program participants and community members is conduct that denigrates or shows hostility or aversion toward an individual because of that person's membership in, or affiliation with, a protected category, or that of the individual's relatives, friends, or associates, and that has the purpose or effect of creating an intimidating, degrading, humiliating, hostile or offensive environment. <i>Sexual Harassment definition can be found below.</i>
Human Trafficking	The recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation includes, at a minimum, the exploitation or the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery, or practices similar to slavery, servitude or the removal of organs.



	The definition of human trafficking also includes bonded labor, debt bondage, involuntary domestic servitude, child labor, the recruitment and deployment of child soldiers, and child sex trafficking.
Neglect	Failure to meet a child's basic physical and/or psychological needs either deliberately or through negligence.
Partner	Sub-awardees, vendors, suppliers, consultants, and others with whom we provide assets in exchange for services or products.
Physical Abuse	Non-accidental use of physical force that inadvertently or deliberately causes a risk of or actual injury or suffering to a child.
Program Participant	Individuals or communities who receive direct or indirect assistance from SCUS' activities, including but not limited to our campaigns, event, fundraising, and programming. Program participants include the caretakers of children that we support.
Program Visitors	Any non-employee, non-Representative invited to visit programs or partake in an event or activity sponsored by SCUS.
Safeguarding	How we make SCUS <i>safe</i> for the children and adults who live in the communities where we operate. It refers to our individual and collective responsibility to prevent and respond to actions and omissions by our Representatives, whether deliberate or inadvertent, that place children and adults in the communities that we serve at risk of any kind of harm, abuse, or exploitation, including Human Trafficking.
Safeguarding Practitioners	SCUS staff with dedicated safeguarding responsibilities including the National Safeguarding Team, Safeguarding Focal Points, and Safeguarding Advisors.
SCUS Representatives	Employees, volunteers, interns, consultants, and Trustees/Board Members of SCUS.
Sensitive Personal Information ("Sensitive PI")	Sensitive PI includes certain types of information that relates to an identified or identifiable Data Subject that require additional security safeguards and other types of information that SCUS considers to be sensitive.
Sexual Abuse	The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. It includes all forms of sexual violence and coercion, sexual solicitation, manipulation, or trickery. Any sexual activity with children (persons under the age of 18) is considered sexual abuse.
Sexual Exploitation	Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but



	not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another.
Sexual Favors	Any sexual or sexualised acts, in exchange for something such as money, goods, services, opportunities and so on. Also includes demands for inappropriate photographs, filming, and exposure to pornography and so on.
Sexual Harassment	Unwelcome conduct of a sexual nature, which has the purpose, or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating, or offensive environment. Such conduct may take place on a single occasion or on several occasions.
Sub-awardees	An entity that receives a sub-award from SCUS to carry out part of a SCUS program or activity.
Survivor	The term “survivor” is used to describe a person who has experienced some form of violence, abuse, or another form of misconduct.
Survivor-Centered Approach	A survivor-centered approach is one for which the survivor’s dignity, experiences, considerations, needs, and resiliencies are placed at the center of every step we take in responding to safeguarding concerns.
Zero Tolerance	Zero tolerance refers to the principle that every allegation is taken seriously and acted upon in line with SCUS established procedures for responding to safeguarding concerns as outlined in this Policy.



Annex 2 – Safeguarding Policy Framework

In addition to this Safeguarding Policy, the Safeguarding Policy Framework sets out the 'key documents' that detail the organization's safeguarding commitments and practices so that they can be consistently incorporated and operationalized.

Key Documents	Description
Code of Ethics	The Code is the overarching policy of this Framework, outlining the Agency's Core Values and Key Principles, and linking these to workplace behaviors. The Code of Ethics emphasizes workforce expectations through five individual pledges focused on: Safeguarding; Reporting; Speaking with care, dignity, and integrity; Being a trusted voice; Upholding trust of supporters; and being a safe and supportive workplace.
Global Child Safeguarding Protocol	The Protocol ensures that SCI and each Member take all reasonable steps to make itself safe for children both as an organization and in the conduct of all aspects of its day-to-day operations of emergency, humanitarian, developmental, policy and campaigning work. The Protocol describes the standards that SCI and each Member are required to apply and monitor to ensure that any children who we come into contact with are respected and protected from abuse and sexual exploitation of any sort.
Safeguarding Behavior and Conduct Guidelines	The aim of this document is to help SCUS Representatives understand prohibited behaviors and preventative actions that relate to safeguarding and provides practical non-exhaustive list of examples of behaviors that would be considered conduct violations under key policies.
Safeguarding & Counter-Human Trafficking Procedures	These Procedures operationalize the Safeguarding & Counter-Human Trafficking Policy. The Procedures have been developed to align with the Global Child Safeguarding Protocol and outline key actions and responsibilities across all programming, operations, campaigns, and activities to ensure that SCUS is safe for children, their caregivers, and other adults in the communities in which we work.
Safeguarding Investigations & Case Management Procedures	This document sets out accountabilities and mandatory actions required during investigations and case management of safeguarding concerns.
Safeguarding Risk	While not a policy, the Safeguarding Risk Management Framework is an inter-departmental tool that identifies agency-level safeguarding risks,



<u>Management Framework</u>	key mitigations and controls, and trainings, policies, and procedures for addressing these risks across programs and divisions.
<u>Head Start Child Safeguarding Policy Notebook</u>	These policies outline additional requirements for Head Start Representatives to ensure that Head Start programs are delivered safely for children and to ensure compliance with federal Head Start rules and regulations.

In addition, certain elements of Safeguarding awareness, prevention, reporting and responding framework are addressed in other Policies, including but not limited to:

<u>Reporting and Resolving Policy Violations or Other Concerns</u>	Reflecting the Core Values and Key Principles in the Code of Ethics, particularly the Reporting Pledge, this Policy outlines reporting procedures including contact information, a statement of confidentiality and anonymity for the reporting party, steps that are taken during an investigation, and a statement of non-retaliation.
<u>Background Check and Employee Disclosure Policy</u>	Statement of policy outlining SCUS policy on pre-employment/engagement background checks, re-check policy of current employees, and policy on disclosure of personal disclosure of criminal activity process.
<u>Alcohol and Drugs Policy</u>	Describes the Agency's policy with respect to illegal or recreational drugs and alcohol, including their use, possession, sale, or transfer while on or during the use of Agency property. The policy requires employees to report certain drug or alcohol-related criminal convictions and describes potential remedies for violation of the policy by employees.
<u>Social Media Policy</u>	This policy establishes employees' responsibilities regarding the use of personal and official SCUS Social Media accounts while employed by SCUS. This policy establishes good use practices that will protect the employee and SCUS from damaging our reputation and putting our work at risk.
<u>Save the Children Disability Inclusion Policy</u>	Our Policy for Disability Inclusion guides Save the Children to program, advocate, partner and organize with and for adults and children with disabilities to enjoy their rights and fundamental freedoms on an equal basis with others.
<u>Personal Information Protection Policy</u>	This Policy sets out the principles SCUS applies in handling and safeguarding Personal Information entrusted to SCUS and sets out the obligations of Staff in relation to Personal Information SCUS holds or Processes. Staff members each have a responsibility in securing and protecting the Personal Information in SCUS's care.



Workplace Culture Policy	This policy sets forth the type of behavior that violates workplace culture, including discrimination and harassment, how employees can report that behavior, and the Agency’s procedures for investigating and responding to that behavior.
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Annex 3 – Human Trafficking Prohibitions

The People and Culture Division shall adopt appropriate policies, procedures, and practices to combat trafficking persons, and the following activities shall be prohibited by SCUS:

- Use of forced labour.
- Destroying, concealing, confiscating, or otherwise denying access by an employee to the employee's identity or immigration documents, such as passports or drivers' licenses, regardless of issuing authority.
- Using misleading or fraudulent practices during the recruitment of employees or offering of employment, such as failing to disclose, in a format and language accessible to the worker, basic information or making material misrepresentations during the recruitment of employees regarding the key terms and conditions of employment, including wages and fringe benefits, the location of work, the living conditions, housing and associated costs (if employer or agent provided or arranged), any significant cost to be charged to the employee, and, if applicable, the hazardous nature of the work;
- Using recruiters that do not comply with local Labor laws of the country in which the recruiting takes place.
- Charging employees recruitment fees.
- Failing to provide return transportation or pay for the cost of return transportation upon the end of employment, for an employee who is not a national of the country in which the work is taking place and who was brought into that country for the purpose of working on a SCUS contract or subcontract;
- Providing or arranging housing that fails to meet the host country housing and safety standards; and
- Failing to provide an employment contract, recruiting agreement or other work document in writing where required by law in the language that the employee understands. If the employment requires the employee to relocate, the work document shall be provided to the employee at least five days prior to the employee relocating. The work document shall include, but not be limited to, details about work description, wages, prohibition on charging recruitment fees, work location(s), living accommodations and associated costs (if applicable), time off, roundtrip transportation arrangements, grievance process, and the content of applicable laws and regulations that prohibit trafficking in persons.



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Policies and Procedures Reference No.	BIG 7.3
Policy Title	Code of Ethics & Business Conduct
Category	Big 9 Policies
Author	Human Resources
Vice President with Oversight	Vice President, Legal and Risk Services
Approver	Senior Management Team
Purpose and Description	Save the Children's Code of Ethics and Business Conduct requires our employees and other representatives of our organization conduct Agency activities honestly, with integrity and good judgment, in compliance with all applicable laws and regulations, and in the best interests of the Agency and the children, families and communities we serve. The Code also contains specific requirements addressing financial transactions, conflicts of interest, beneficiary safety, gifts and gratuities, and confidentiality. The Code of Conduct contains Save the Children's expectation that those representing the organization will conduct themselves with honesty, integrity, and in compliance with all applicable legal and regulatory requirements.
Compliance Requirement	☐ Statute: ☐ Regulation: ☐ Industry Standards: ☒ Not Applicable
Audience	☒ SCUS ☒ All Head Start ☒ SCAN ☒ Interns, Fellows and Volunteers ☒ Board Members and Trustees ☒ Employee's Immediate Family Members

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	☒ Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, "Partners")
Effective date	01/01/06
Revision date	12/15/20
Retirement Rationale	N/A

DEFINITION & ACRONYMS

None.



POLICIES

Statement of Policy

Trustees, officers, employees, volunteers and other representatives of Save the Children US will acquaint themselves with the legal and ethical standards of conduct and restrictions applicable to their duties and responsibilities and will conduct themselves accordingly. Save the Children US trustees, officers, employees, volunteers and consultants are expected to observe the additional standards of personal and business ethics and conduct specified in this Policy and to conduct themselves in a manner that will not be an embarrassment or detriment to Save the Children.

Introduction

Save the Children's work is inspired by the vision of a world in which every child attains the right to survival, protection, development and participation. Our values – Accountability, Ambition, Collaboration, Creativity and Integrity – describe in broad terms the high standards to which we hold ourselves. We commonly identify ourselves as the world's leading independent organization for children.

When we act in a way that is consistent with our identity and standards, we build trust and strengthen our ability to deliver our mission for children successfully. When we fail to act according to our identity and standards, we risk the failure of our mission and damage to our reputation.

Building on our vision, identity and values, Save the Children US's Code of Ethics & Business Conduct represents our commitment to work for children with integrity, honesty and good judgment, and in the best interests of the Agency and the children, families and communities we serve. It requires that our conduct upholds the Agency's reputation, is respectful of the rights of others, and complies with all applicable laws, regulations and standards.

What's Inside?

Our Code of Ethics & Business Conduct contains the following sections, which describe specific requirements for Save the Children representatives.

Compliance with Law, Regulations and Standards

Financial Transactions/Records and Reports

Gifts and Gratuities

Conflicts of Interest

Beneficiary Safety and Protection Confidential and Proprietary Information

Reporting a Possible Violation

Each section starts with a "statement of practice" that states what the policy is, followed by additional information to help you understand how to apply the policy in practice. Our Code will not address every situation you may come across, but in the sections below you will find guidelines meant to help you make decisions consistent with Save the Children's vision, identity, and values. If you have



questions about Save the Children's Code of Ethics & Business Conduct or would like guidance about a specific matter, speak to your supervisor or contact the Legal & Compliance, Finance, or Human Resources Departments for assistance.

I. Compliance with Law, Regulations and Standards

Statement of Practice: Employees and representatives will at all times comply with all prevailing and applicable laws, regulations and standards, in keeping with the highest legal and ethical principles.

As a representative of Save the Children, you must be familiar and comply with:

- The laws and regulations of the United States and the countries in which the Agency works;
- Save the Children's own policies and procedures; and
- Professional standards common to other charitable and non-governmental organizations.

If you have any questions about the laws, regulations and standards that apply to your work for Save the Children, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

II. Financial Transactions / Records and Reports

Statement of Practice: All financial transactions, records and reports will comply with donor requirements and applicable financial and accounting standards.

Save the Children has put in place a range of procedures and controls to ensure that all financial transactions comply with agency and legal requirements and applicable financial and accounting standards. The following are some examples:

- Record all financial transactions accurately and properly. No undisclosed or unrecorded funds or assets may be established or maintained for any purpose.
- Use only headquarters-approved bank accounts for payments and cash transactions.
- Do not take loans on behalf of Save the Children from local lending institutions or individuals without the prior written approval of the Vice President for Finance.
- Ensure that financial data submitted to donors, including governments, is accurate, complete, current and meets the requirements of the grant or contract.
- Do not make personal loans or personal advances to staff or consultants under any circumstances without the prior written approval of the Vice President for Finance.
- Account for and document travel advances within 30 days.
- In the case of compensation advances where staff business travel prohibits the normal receipt of funds, obtain two levels of written supervisory approval.

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If you have any questions about financial transactions, records and reports, speak to your supervisor or contact the Division of Finance for assistance.

III. Gifts and Gratuities

Statement of Practice: All gifts and gratuities, whether to be given or received, will comply with applicable laws, rules, regulations, agency policies, and local standards and customs and will not result in obligating either party.

In the United States and elsewhere, giving and receiving gifts is bound by a variety of rules, standards and customs, as well as good sense. In some cases, it may be OK to give or accept small gifts, donations, payments or favors, but be sure you understand all requirements and customs that may apply and have thought the matter through carefully.

The following gifts or payments are not acceptable under any circumstances:

- Political contributions made from Save the Children funds.
- Payments to anyone, including government officials, candidates for a political office, any political party or party official, or others whom you believe might pass that payment onward to any of these prohibited parties in order to obtain or retain business.
- Gifts, entertainment, favors, or reimbursement of expenses for employees (or the families of employees) of Save the Children by a supplier of Save the Children.

The following gifts or payments may be acceptable:

- Gifts with a value of less than \$10 for Members of Congress or their staff, and meals and event invitations subject to the rules established by the U.S. House of Representatives and the U.S. Senate.
- Giving or receiving token gifts, entertainment, or meals in line with local customs and laws, that amount to less than \$50 in value (or the equivalent in local currency), and do not obligate either party.
- Travel and participation in a business-related, group activity hosted by a supplier or customer representative, with the approval of your supervisor and next-level supervisor.

If you have any questions about a gift, payment or other transaction, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

IV. Conflicts of Interest

Statement of Practice: All conflicts of interest involving employees (or the families of employees) must be disclosed in writing to the employee's supervisor and next level supervisor, and the employee must not take part in decisions related to the transaction.



What is a conflict of interest? Simply put, a conflict of interest occurs when your obligations to Save the Children can be influenced or compromised by competing personal or financial interests, commitments or loyalties. Save the Children seeks to avoid both the appearance of and any actual conflict of interest.

The following are some examples of conflicts of interest:

- When an employee or family member has a connection to, or significant financial interest in, another party which does or seeks to do business with Save the Children.
- When an employee engages in an independent business venture or works for another organization in a way that prevents the employee from devoting the time and effort to Save the Children required by his or her position.
- When an employee diverts a business opportunity of Save the Children to another person or organization.
- When an employee participates in an employment-related decision regarding a family member or other person with whom the employee has a close personal relationship.

Resolving Conflicts of Interest

Conflicts of interest arise in many contexts and do not necessarily mean the transaction cannot go forward. If you have a conflict of interest:

1. You must report it promptly and in writing to your supervisor and next level supervisor; and
2. You must not take part in decisions related to the transaction. (If you are in doubt about a potential conflict, speak with your supervisor.)

V. Beneficiary Safety and Protection

Statement of Practice: Employees and other representatives of Save the Children have a duty to treat the children, families and communities we serve with dignity and respect and to ensure their safety and protection.

In 2002 the Inter-Agency Standing Committee (IASC), an organization established to coordinate humanitarian assistance, established the following core principles for implementation by humanitarian organizations to ensure beneficiary safety and protection:

- Sexual exploitation and abuse by employees constitute acts of gross misconduct and are therefore grounds for termination of employment;
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense;



- Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior, is prohibited. This includes exchange of assistance that is due to beneficiaries;
- Any sexual relationship between employees or anyone providing humanitarian assistance and protection and a person benefiting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work;
- Where an employee develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same aid agency or not, he or she must report such concerns via established agency reporting mechanisms; and
- Employees must create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of their Code of Conduct. Managers at all levels have a responsibility to support and develop systems that maintain this environment.

Employees must treat all beneficiaries with dignity and respect and be sensitive to actions that could be misunderstood or appear disrespectful or intrusive (for example, be sure to ask permission before taking a photo of an individual).

If you have any questions about beneficiary safety, speak to your supervisor or contact the Senior Director of child Safeguarding, the Legal & Risk Services Division, or the Human Resources Division for assistance.

VI. Confidential and Proprietary Information

Statement of Practice: Employees and other representatives of Save the Children will maintain and protect confidential and proprietary information from unauthorized disclosure to and use by any third party.

Save the Children possesses information (whether in written or electronic form, or communicated orally) that has been created, discovered and developed by the Agency, or has been disclosed to the Agency and/or to individuals working in the Agency under the obligation of confidentiality.

Confidential information includes:

- Trade secrets
- Donor lists
- Information concerning beneficiaries and programming
- Financial accounts and reports
- Projections
- Marketing or programmatic plans or strategies
- Software and computer programs
- Information concerning employees and their families (including salary, personnel and medical information)
- Confidential correspondence



- Information about other organizations associated with the Agency's work

Proprietary information includes:

- Art work
- Photography

Save the Children employees and other individuals having access to Confidential and Proprietary Information are required, during and after employment with the Agency, to keep all such Confidential and Proprietary Information in strictest confidence.

Unauthorized disclosure or carelessness in the handling of Confidential and Proprietary Information may be grounds for discipline up to and including dismissal from employment and may also be grounds for legal action.

Confidential and Proprietary Information is specific information. This policy is not intended to prevent you from utilizing your general knowledge, intellect, experience and skills for gainful employment elsewhere if you are no longer working for Save the Children.

If you have any questions about the handling and protection of confidential and proprietary information, speak to your supervisor or contact the Human Resources, Finance, or Legal & Risk Services Division for assistance.

VII. Reporting a Possible Violation

Statement of Practice: Employees and other representatives of Save the Children will report promptly any possible violations of the Code of Ethics & Business Conduct or other Save the Children policy to their supervisor, their Vice President or to any of the Agency's central reporting channels. Save the Children will not tolerate any retaliation against or harassment of an employee who has reported a concern in good faith.

When misconduct occurs, it affects Save the Children's ability to achieve its mission for children. As an employee of our organization, you are required to report any concerns you have about possible violations of our Code of Ethics and Business Conduct or any other Agency policy. When you communicate a concern, you help the Agency prevent misconduct and contribute to an ethical culture at Save the Children.

Instructions for making a report are outlined in Save the Children's policy "Resolving Employee Grievances and Reporting Policy Violations."

Save the Children practices a zero-tolerance approach in connection with any form of retaliation against or harassment of an employee who has reported a concern in good faith. Retaliation and harassment will result in discipline against the harasser, up to and including discharge from employment.

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If you have any questions about our Code of Ethics and Business Conduct or procedures for reporting a concern, speak to your supervisor or contact the Legal & Risk Services, Finance, and/or Human Resources Divisions for assistance.

PROCEDURES

None.



TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
Code of Ethics & Business Conduct Online Training Module	Yearly	Within first 90 days of employment; yearly thereafter
New Employee Orientation Training	One-off	Within first 90 days of employment

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Policy is being communicated to all new hires	Attendance confirmation at New Employee Orientation; Cornerstone	Associate Director, Employee Engagement	Vice President, Legal & Risk Services	One-off
Staff receipt acknowledgement in writing during onboarding	Code of Ethics & Business Conduct Acknowledgement	Coordinator, Human Resources	1) Human Resources Business Advisor 2) Vice President, Human Resources	One-off
Policies and procedures are reviewed at least every 3 years	Expiry date from the Policies and Procedures Library	Policies and Procedures Library Administrator	Vice President, Legal and Risk Services	Quarterly

EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
None	N/A



VERSION CONTROL

Version number	Version Date	Revisions made
6	12/15/20	Revised language re PSEA to comply with donor obligations
5	4/15/18	Revised language re child safeguarding
4	4/20/17	Revised format
3	2/24/16	Revised to new template; department/divisions updated
2	11/2/11	Unknown
1	1/1/06	Code of Ethics & Business Conduct Policy first created and approved



Policy Title	Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty
Version No.	2.0
Effective Date	January 1, 2025
Summary	This policy and related procedures describe Save the Children US' zero tolerance approach to Fraud, Bribery, and Corruption and reinforces our commitment to the highest standards of corporate governance, fiduciary duty, responsibility, and ethical behavior.
Implementing Procedures	Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Procedures
Approver	☒ SLT - Save the Children Federation, Inc. ☒ SLT - SCUS Head Start ☐ SLT - Save the Children Action Network
Policy Owner	General Counsel
Point of Contact	Deputy General Counsel & Head of Ethics
Applicability	☒ Save the Children Federation, Inc. ☒ SCUS Head Start ☒ Save the Children Action Network ☒ Other: Sub-Awardees, partners, vendors with whom we provide assets in exchange for services or products (collectively, "Partners") by inclusion of applicable language in SCUS agreements and subawards.
Legal / Compliance Requirements or Other Standards	Statutes: Foreign Corrupt Practices Act, 15 U.S.C. §§78dd-1, et seq.; False Claims Act, 31 U.S.C. §§ 3729, et seq. Regulations: 48 C.F.R. § 9.4; 2 C.F.R. § 200.113 Industry Standards: USAID Fraud Prevention and Compliance Standards; Transparency International Handbook of Good Practices; Preventing Corruption in Humanitarian Operations Circumstances
Applicable Code of Ethics Principle	Principle 3 : We Uphold The Trust Of The Children We Work With And Of Our Supporters To Act As Good Stewards of Resources Principle 5 : We Raise Our Concerns, Even If We Are Not Sure Something Bad Has Happened



Purpose

Save the Children Federation, Inc., Save the Children Action Network, and SCUS Head Start Programs, Inc. (collectively "Save the Children US") are committed to the highest standards of corporate governance, fiduciary responsibility, and ethical behavior. Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty go against our core values and the Key Principles of our Code of Ethics, diminish our impact for children, undermine the viability of our organization, and breach the trust placed in us by our donors.

Scope

This Policy applies to all Save the Children US Employees, Interns, Fellows, Volunteers (including Event Volunteers), and Temporary Staff (collectively "Staff"). Additionally, it applies to Save the Children US Trustees and Board Members, and to sub-awardees, partners, suppliers, consultants, and others with whom Save the Children US provides assets in exchange for goods or services (collectively, "Partners"). Collectively, all persons and/or entities covered by this Policy are referred to as "Save the Children US Representatives."

Policy Statement(s)

Zero Tolerance

Participating in fraud or corruption can result in serious criminal, civil, and reputational consequences for Save the Children US, for individual Staff, and for Save the Children US Representatives. Save the Children US has zero tolerance for Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty in its programs and operations.

Compliance with Applicable Laws and Regulations

Save the Children US complies with all applicable laws pertaining to Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty. In the event of any perceived difference between the requirements of this Policy and any legal requirement, Save the Children US should always act in accordance with the highest applicable standard.

Prevention and Detection

All Save the Children US Representatives are responsible for taking appropriate steps to prevent, deter, and detect Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty within their areas of responsibility. All Staff, and especially managers, must routinely monitor program activities and operations for any irregularities that could suggest the presence of Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty and report any concerns in compliance with this Policy. Resources include, but are not limited to, the [International Programmes Mitigation Measures Dashboard](#).

Areas of potential risk include, but are not limited to:

- Programming in locations with moderate to high corruption risk, including the risk of diversion of assets by Partners (see Procedure 5, below) or Government Officials/Entities (see [Foreign Corrupt Practices Act Guidance](#) for information about interactions with foreign officials);;



- Procurement of goods and services;
- Evasion of internal controls by Save the Children US Representatives, including failing to disclose potential Conflicts of Interest;

Save the Children US Representatives should consider Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty risks at the outset of new programs, operations, or other significant activities and take reasonable steps to mitigate those risks (in coordination with Save the Children International and/or other Partners, where appropriate).

Save the Children US Representatives must take reasonable steps to verify the accuracy of information in documents that they create or approve. If there is any reason to believe something is inaccurate in a document they are signing, distributing, or reviewing, Save the Children US Representatives have an obligation to find out whether the document is inaccurate and correct it or report the inaccuracy.

Reporting



In accordance with the policy on [Reporting and Resolving Misconduct and Violations of Law and Policy](#) any individual who witnesses, becomes aware of, or suspects Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty in Save the Children US' programs or operations (including those implemented by Partners or by Save the Children International) is responsible for [promptly reporting their](#)

[concern](#). Failure to report such concerns may be considered a violation of this Policy and subject to discipline.

Partners are responsible for reporting in accordance with this Policy and the terms of their agreements with Save the Children:

- **Online:** <http://SavetheChildren.EthicsPoint.com>
- **By Phone** (844) 287-1892
- **By Email:** hotline@savechildren.org

Reports should be factual and include as much detail as possible so that Save the Children US can properly assess the nature and extent of the allegations. Knowingly reporting false information will be considered a breach of policy and may result in disciplinary action, up to and including termination.

Anonymous reporters should retain the Report Key provided by EthicsPoint and check back on the report regularly, in case additional information is requested.

Investigation and Disclosure

All reports of potential violations of this Policy will be thoroughly examined and credible allegations will be investigated by L&RM or its designate. Where the relationship between Save the Children US and a Subject of Concern ends prior to the completion of an investigation, the process will continue, and a clear outcome will be recorded.



Save the Children US Representatives must cooperate fully in any investigation or inquiry and preserve all records relating to any alleged Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty. Save the Children US will not tolerate Interference in the investigation process, and such conduct may result in disciplinary action up to and including termination.

Save the Children US will maintain confidentiality during investigations to the fullest extent possible, consistent with applicable laws and SCUS policies.

Save the Children US complies with all donor mandatory disclosure requirements. Save the Children US may also disclose information concerning the identity and actions of individuals and Partners found to have violated laws or Save the Children US policies to donors, government regulators, enforcement agencies, and other entities.

Accountability of Save the Children

The Save the Children US Senior Leadership Teams are committed to taking all appropriate disciplinary, legal, and other corrective action in light of any findings of Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty, and to taking steps following any incidents of Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty to review controls and protocols to identify and address any gaps or weaknesses in our procedures or, where relevant, our Partners' procedures.

Any Save the Children US Representative found to have engaged in Fraud, Bribery, Corruption, or Corporate Dishonesty, or to have known that such activity was ongoing and not reported it in compliance with this Policy, shall be subject to disciplinary action up to and including separation from Save the Children US and legal action by Save the Children US. Save the Children US may also disclose information concerning their identity and actions to donors, government regulators, enforcement agencies, and other entities.

Protections Against Retaliation

Save the Children has zero tolerance for any Retaliation against any Save the Children US Representative who reports or participates in good faith in an investigation in Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty. Individuals who believe they may have been subject to Retaliation as a result of reporting a concern should reach out to leadership or file a EthicsPoint report. Save the Children will review and address all reported concerns of Retaliation.

If working on a USG-funded award, Save the Children US Representatives are also afforded the employee whistleblower protections and rights provided under 41 U.S.C. § 4712.

Seeking Guidance About this Policy

Any questions or concerns regarding topics covered in this Policy may be directed to your manager or to [SCUS' Deputy General Counsel & Head of Ethics](#).

Exception Approval Procedure



Requests for exceptions to this Policy should be sent to [SCUS' General Counsel](#), setting forth the relevant circumstances and reasons for the requested exceptions. The [General Counsel](#) will review the request and respond to the Save the Children US Representative seeking the exception and will file and retain relevant documents.

Related Policies, Procedures, And Supporting Documents

[Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Procedures](#)

[Reporting and Resolving Misconduct and Violations of Law and Policy](#)

[Reporting Pathways Guidance Document](#)

[FCPA Guidance Document](#)

[Anti-Corruption Model Contract Clause](#)

[Conflict of Interest Policy](#)

Definitions

Abuse of a Position of Trust	The improper use of one's position within Save the Children US or a connected organization to materially benefit oneself or any other party (e.g., intentionally providing confidential material – such as the contents of a tender process – to a third party).
Auxiliary Staff	Interns, Fellows, Volunteers (including Event Volunteers), and Temporary Staff
Bank or Check Fraud	The dishonest manipulation of any banking system or record (e.g., a check, bank statement, or electronic transfer).
Board Members	Trustees or Members of the Board of SCUS, SCAN, or SCUS Head Start
Brand Fraud	The use of Save the Children US' name, branding, or documentation for unauthorized or illegitimate ends.
Bribery	Giving, paying, promising, offering, or authorizing the payment of anything of value to any party to influence any person or entity to act improperly.
Corporate Dishonesty	Corporate Dishonesty includes, but is not limited to: • Abuse of a Position of Trust • Bank or Check Fraud • Brand Fraud



	• Bribery • Corruption • Corruption of Government Officials • Embezzlement • Expenses Fraud • False Accounting • Forgery or Falsification of Documents • Fraud • Money Laundering • Nepotism or Patronage • Paying or Receiving Kickbacks • Payroll Fraud • Procurement Fraud • Supply Chain Fraud • Tax or Duty Evasion • Theft • Undisclosed Conflicts of Interest
Corruption	The use or abuse of one's authority or position with Save the Children US for private gain.
Corruption of Government Officials	Giving gifts to Government Officials in violation of applicable laws and/or gifts and ethics rules or making payments that are not required by law to Government Officials or to another person at the request of the Government Official. This includes so-called "Facilitating Payments."
Embezzlement	The misuse, for personal gain, of funds, property, resources, or other assets that belong to SCUS or a connected organization or individual.
Employee	An individual employed by SCUS, SCAN, or SCUS Head Start
Expenses Fraud	The dishonest use of the expenses system to pay money or other benefits to which the recipient is not entitled or the falsification of expense reimbursement reports.
False Accounting	The deliberate entry of false or misleading information into any form of accounting or financial record or the deliberate omission of relevant information, including maintaining "off book" accounts.



Forgery or Falsification of Documents	The dishonest creation, alteration, signing, or use of all or any part of a document, including without limitation contracts, reports, or other records.
Fraud	Any act or omission that intentionally misleads, or attempts to mislead, another party in order to obtain a financial or other benefit or to avoid an obligation.
Interference	Interference may include but is not limited to providing false information, attempting to coerce, compel, influence, or prevent an individual from providing testimony or relevant information, destroying, concealing or altering documentation and records, and/or exerting influence in the conduct of an investigation.
L&RM	Legal & Risk Management Division
Money Laundering	The concealment of illegally obtained money.
Nepotism or Patronage	The improper use of one's employment to favor or materially benefit friends, relatives or other associates.
Partners	Sub-Awardees, vendors, suppliers, consultants and others with whom Save the Children US provides assets in exchange for services or products
Paying or Receiving Kickbacks	Payments improperly made to an individual by a supplier or vendor, usually in exchange for unduly providing a business advantage or benefit to the supplier or vendor.
Payroll Fraud	The manipulation of the payroll system to make unauthorized payments to oneself or another.
Procurement Fraud	Any dishonest behavior relating to procurement or tendering process (e.g., falsely creating bids or quotes, sharing confidential procurement-related information with third parties, paying for products that do not meet the description of the product Save the Children US contracted to purchase, or agreeing to requests for false invoices).
Representatives	Staff, Board Members, and Partners of SCUS, SCAN, or SCUS Head Start
Retaliation	An adverse change to the terms and conditions of an individual's employment as a result of the individual asserting their right to be free from behavior that violates Save the



	Children US policy, raising a concern in good faith, or participating in an investigation.
Save the Children US	Refers collectively to SCUS, SCAN, and SCUS Head Start
SCAN	Save the Children Action Network, Inc.
SCUS	Save the Children Federation, Inc.
SCUS Head Start	SCUS Head Start Programs Inc.
Staff	Employees and Auxiliary Staff
Subject of Concern	An individual accused of behavior that may violate this policy.
Supply Chain Fraud	The misdirection or theft of goods, forging of stock records, or creation of fictitious companies through which to channel payments.
Tax or Duty Evasion	The avoidance of paying a tax or other duty that one is aware should be paid.
Theft	The taking of anything of value that belongs to another.
Undisclosed Conflict of Interest	Failing to disclose accurate and complete information about personal or financial interests, commitments, or loyalties that relate to one's duties at Save the Children US.

Version Control

Version number	Version Date	Revisions made
2.0	January 1, 2025	Policy updated and moved to new template. Procedures separated. Reporting provision replaced with reference to reporting policy.
COMPL-01.4	March 5, 2018	Revision of existing Zero Tolerance Policy
COMPL-01.3	May 5, 2016	Revision of existing Zero Tolerance Policy
COMPL-01.2	May 5, 2015	Revision of existing Zero Tolerance Policy



COMPL-01.1	November 23, 2013	



Policy Title	Social Media Policy
Version No.	3.0
Effective Date	January 1, 2025
Summary	Establishes Staff's responsibilities regarding communications by Staff using Social Media that is, or could be understood to be, associated with Save the Children.
Implementing Procedures	NA
Approver	☒ SLT - Save the Children Federation, Inc. ☒ SLT - SCUS Head Start ☒ SLT - Save the Children Action Network
Policy Owner	Chief Marketing Officer
Point of Contact	Managing Director, Social Media & Influencer Relations
Applicability	☒ Save the Children Federation, Inc. ☒ SCUS Head Start ☒ Save the Children Action Network* ☒ Other: Interns, Fellows, Volunteers (excluding Event Volunteers), and Temporary Staff
Legal / Compliance Requirements or Other Standards	Not applicable
Applicable Code of Ethics Principle	Principle 4 : As a Trusted Voice for Children, We Speak with Care, Dignity, and Integrity]

Purpose

The purpose of this Social Media Policy is to establish clear guidelines for responsible and effective social media communications associated with Save the Children Federation, Inc. ("SCUS"), SCUS Head Start Programs, Inc. ("SCUS Head Start"), and Save the Children Action Network, Inc. ("SCAN") (collectively, "Save the Children US"). This policy ensures that all references to Save the Children US adhere to the same standards of respect, confidentiality, and professionalism. Responsible use of Social Media associated with



Save the Children ensures consistency in our messaging, manages risks, and fosters a positive, respectful online community

Scope

This policy applies to Employees, Interns, Fellows, Volunteers (excluding Event Volunteers), and Temporary Staff (collectively, "Staff") of Save the Children US, including all domestic and international locations.

This Policy applies to any Social Media activity that relates in any way to, or may reflect on or impact Save the Children US, its mission, employees, business partners, vendors, or suppliers ("Save the Children Related Social Media Content"). For avoidance of doubt, this Policy applies to Save the Children Related Social Media Content posted in work or personal accounts, while Staff are on or off duty, when on or off Save the Children US's premises or network; and regardless of whether Staff identify their affiliation with Save the Children US, or post anonymously or using a pseudonym.

Policy Statements

1. Save the Children US encourages all staff to elevate our work, and the voices of the children and families we serve, online. When posting Save the Children Related Social Media Content on their personal social media channels, Save the Children US staff must:
 - 1.1. Be clear that they are speaking in their personal capacity if they are not formally authorized to speak on behalf of Save the Children. Staff should either include in the post #notaspokesperson or state in their account profile or post a disclaimer such as, "The views expressed in this account/post are my own. They have not been reviewed or approved by Save the Children";
 - 1.2. Only include images, videos, or audio recordings of children, families, or community members involved in Save the Children US programs if that content has previously been posted on a Save the Children US social media channel or if it has been approved by the Marketing, Communications, and Fundraising Division under applicable Content Guidelines and the Safeguarding & Counter-Human Trafficking Policy;
 - 1.3. Strive to be factually and visually accurate, and be open about any previous posts that have been edited to correct a mistake;
 - 1.4. Never overstate needs or exaggerate impact when speaking about Save the Children US' mission or work;
 - 1.5. Before posting, consider the impact of words and images used on those whose background and perspective may be different, including co-workers and SCUS



Representatives, as well as the children, families, and communities we serve, ensuring.

2. Staff may not post Save the Children Related Social Media Content that:
 - 2.1. Includes any Personally Identifiable Information on children, families, or community members involved in Save the Children US programs, including names or specific program locations, in order to protect their privacy;
 - 2.2. Contains images, videos, audio recordings or other content that does not comply with the [SCUS Brand Guidelines](#) and the guidance on Use of Data and Images from the [SCUS Behavior and Conduct Guidelines](#).
 - 2.3. Contains Confidential or Proprietary Information, as defined in the Data Protection policy;
 - 2.4. Would violate any Save the Children Policy including, but not limited to Save the Children's Code of Ethics; the Safeguarding & Counter-Human Trafficking Policy; and the Harassment, Discrimination & Retaliation policy;
 - 2.5. Contains statements or images that are vulgar, obscene, threatens violence, or is intimidating to others; or
 - 2.6. Would violate any applicable law.
3. Save the Children US' Official Social Media
 - 3.1. Posts using Save the Children US official accounts must align with the organization's mission, values, and brand guidelines. All posts must be pre-approved by the SCUS Chief Marketing Officer, SCAN Executive Director or their designated representative.
 - 3.2. Any Save the Children Related Social Media Content that references pending or proposed legislation, candidates for public office, or other political issues is subject to the [Political Activities Policy](#) and [Procedures](#).
 - 3.3. Posts must respect copyright and fair use laws. Proper attribution should be given, with preference for linking to original sources rather than copying large excerpts.
4. **Compliance**
 - 4.1 Save the Children US requires all Staff to comply with this Social Media Policy to ensure responsible and ethical use of social media in both professional and personal contexts for any content associated with Save the Children.
 - 4.2 Non-compliance with this policy may result in disciplinary actions up to and including termination of employment.


Save the Children.

4.3 For avoidance of doubt, Save the Children US will not construe or apply this Policy in a manner that prevents Staff from engaging in legally protected communications with each other about wages, hours, or other terms and conditions of employment.

Reporting Policy Violations



In accordance with the policy on [Reporting and Resolving Misconduct and Violations of Law and Policy](#) any individual who witnesses, becomes aware of, or suspects a possible violation of a law, regulation, or this Policy is responsible for [promptly reporting their concern](#).

Partners and other external parties are responsible for reporting in accordance with this Policy and the terms of their agreements with Save the Children:

Online: <http://SavetheChildren.EthicsPoint.com>

By Phone (844) 287-1892

Exception Approval Procedure

The Policy Owner is authorized to approve exceptions, and they may delegate this authority as appropriate. Any requests for exceptions should be submitted in writing, and both the requestor and the approver should maintain copies of those exceptions.

Related Policies, Procedures, And Supporting Materials

[Political Activities Policy](#)

[Safeguarding and Counter-Human Trafficking Policy](#)

[Safeguarding and Counter-Human Trafficking Procedures](#)

[SCUS Behavior and Conduct Guidelines](#)

[SCUS Brand Guidelines](#)

Definitions

Term/Acronym	Definition
Authorized Personnel	Those authorized to communicate on Social Media on behalf of Save the Children US
Geotagging	The process of adding geographical identification metadata to various media such as a geotagged photograph or video, websites, SMS messages, QR Codes or RSS feeds. Geotagging



	is also a form of GPS (Global Positioning System) data. This data usually consists of latitude and longitude coordinates.
Personally identifiable information (PII)	Information that relates to an identified or identifiable Data Subject. For example, a Data Subject may be identified, directly or indirectly: • from the data through an identifier, such as a name, image, identification number, location data, or an online identifier (e.g., IP address), or • from the data in combination with other information. Personal Information may include factual information (e.g., name, address, date of birth) about the Data Subject as well as an opinion or any indication of the intentions of any other person in respect of the Data Subject. Personal Information that has been pseudonymized - i.e., coded in such a way that it cannot be linked to a Data Subject without the use of additional information - may still be considered Personal Information depending on how difficult it is to attribute to a particular individual. This may also sometimes be referred to as Personally Identifiable Information ("PII"). Records that contain PI are retained in accordance with the prescribed Retention Period in the RRS. Information of Convenience that contains PI is to be destroyed upon the fulfillment of the purpose for which it was gathered.
Public Communication	Communications in public intended to deliver a message to a specific audience. Speaking events, newspaper editorials, advertisements, email, and Social Media are a few forms of public communication.
Social Media	Forms of electronic communication/content used to share information, comments, messages, images, video and other content via a Social Network.
Social Network	A public or private dedicated website or other application that enables users to communicate with each other via Social Media. Examples of private Social Networks are Workplace by Facebook, Teams, Yammer, Sharepoint, Skype for Business, Viber, WhatsApp and examples of public Social Networks are Facebook, Twitter, Tiktok, Thread, SnapChat, Google+, LinkedIn, YouTube and Skype.



Staff	Employees, Interns, Fellows, Volunteers (including Event Volunteers), Temporary Staff, and Trustees/Board Members of Save the Children Federation, Inc., Save the Children Action Network, and Save the Children Head Start Programs, Inc.
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Version Control

Version number	Version Date	Revisions made
3	January 1, 2025	Merged SCAN Social Media Policy with SCUS Social Media Policy. Updated to new policy template, language clarification edits. Policy moved from P&P to MCF.
2 (SM 1.1)	March 14, 2018	Revised "category" and "VP with oversight" fields. Policy moved from the Marketing & Communications volume to the Resource Development volume.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY AGE OF LEARNING MEMORANDUM OF UNDERSTANDING (MOU)**

ATTACHMENTS: **AGE OF LEARNING MOU**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board ratification is an MOU with Age of Learning, Inc., effective August 21, 2026. This agreement outlines the terms, conditions, and deployment framework for piloting Age of Learning's personalized mastery learning platforms within Cutler-Orosi Joint Unified School District. The covered programs include My Math Academy, My Reading Academy, and My Reading Academy Español. This MOU establishes the operational guidelines required to ensure successful implementation across district sites. As a pilot learning program, there is no cost to the district.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:



1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board ratify the MOU with Age of Learning.

PROPOSED ACTION:

RATIFY

Item #: 16



Memorandum of Understanding

This Memorandum of Understanding ("MOU"), effective as of 8/21/26, governs a project deployment ("Program") for [My Math Academy](#), [My Reading Academy](#), and [My Reading Academy Español](#) personalized mastery learning solution ("Solution(s)" or "Services") from Age of Learning, Inc., a Delaware corporation ("AofL"), with [Cutler-Orosi Joint Unified School District](#) ("Client"). This MOU outlines the agreement between [Cutler-Orosi Joint Unified School District](#) and AofL to ensure successful implementation. These General Terms and Conditions (https://educate-cdn.aofl.com/pdf/Pilot_MOU_GeneralTerms.pdf) are applicable to the pilot services described.

For this initiative, AofL agrees to:

- Designate a manager and point of contact for the Program to facilitate communication between the Client and AofL, and to ensure the success of the Program.
- Provide the Client with applicable Solution licenses for the 2026-2027 School Year.
- Organize an initial meeting with key Client stakeholders to review and finalize a detailed implementation plan for the Program, including timing and key success metrics.
- Provide implementation training for all administrators and teachers participating in the Program.
- Provide ongoing support for all administrators, teachers, and families involved in the Program, including regularly scheduled check-in meetings.
- Conduct a mid-Program review with key Client stakeholders.
- Regularly review progress with key Client stakeholders at intervals to be determined during initial meeting.
- Conduct a final review of the Program with key Client personnel.

To participate in this Program, Client agrees to:

- Designate a manager and point of contact for the Program to facilitate communication between the Client and AofL and support the Program
- Identify personnel who will participate in the Program and facilitate introductions to AofL for Implementation purposes.
- Make best efforts to ensure participating personnel have students use the applicable Solution(s) for 45 minutes per week for the Solution, the research-based usage target for the personalized mastery learning solutions.
- Participate in regularly scheduled coordination meetings, including the mid-Program and end-of-Program reviews.
- Make good-faith efforts to provide relevant data, including state-level results, to AofL to help measure and demonstrate the impact of its programs on student learning.

Cutler-Orosi Joint Unified School District estimates *(that 3 elementary schools and about 250 students)* will participate in the Program.

By signing, you represent that you agree to the terms of this MOU and are authorized on behalf of **Cutler-Orosi Joint Unified School District** to execute this MOU.

Signature:

Date:

Printed Name:

Title:



CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **INTERDISTRICT TRANSFER LIST**

ATTACHMENTS: **INTERDISTRICT TRANSFER REQUEST LIST**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached is a list of Interdistrict transfer requests for students transferring in or out of the District that have been approved or denied.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:

☒

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Interdistrict requests.

PROPOSED ACTION:

APPROVE

Item #: 18

INTER-DISTRICT TRANSFER REQUESTS

September 10

OUTGOING REQUESTS for 2026-27

Student	District Requested	Reason	Approved/ Denied
A. Sanchez	Kings Canyon	Parent Employment	Approved

INCOMING REQUESTS for 2026-27

Student	District of Residence	Reason	Approved/ Denied
A. Iglesias	Kings Canyon	Parent Employment	Approved
K. Iglesias	Kings Canyon	Parent Employment	Approved
N. Iglesias	Kings Canyon	Parent Employment	Approved
D. Arciga	Kings Canyon	Child Care	Approved
L. Arciga	Kings Canyon	Child Care	Approved
V. Arciga	Kings Canyon	Child Care	Approved
R. Murillo	Kings Canyon	Child Care	Approved
S.A. Oldham	Monson-Sultana	Parent Employment	Approved
D. Hernandez	Monson-Sultana	Child Care	Approved
T. Alonso	Dinuba	Parent Employment	Approved
A. Frausto	Dinuba	Continued Attendance	Approved
J. Estrada	Dinuba	Continued Attendance	Approved
K. Alferes	Dinuba	Continued Attendance	Approved
J. Ortiz	Traver	Parent Employment	Approved
A. Frausto	Dinuba	Continued Attendance	Approved
Y. Rojas	Monson-Sultana	Continued Attendance	Approved
L. Fernandez	Dinuba	Continued Attendance	Approved
J. Farias Lozano	Woodlake	Parent Employment	Approved
N. Rocha	Kings Canyon	Parent Employment	Approved

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE SOBRATO EARLY ACADEMIC
LANGUAGE (SEAL) MEMORANDUM OF
UNDERSTANDING (MOU)**

ATTACHMENTS: **SEAL EARLY LEARNING MOU**

FUNDING SOURCE: **UNIVERSAL TRANSITIONAL KINDERGARTEN
GRANT**

DISCUSSION: Attached for Board approval is a Memorandum of Understanding between Cutler-Orosi Joint Unified School District and Sobrato Early Academic Language (SEAL) for the 2026-2027 Early Learning Full Model. The district currently utilizes SEAL units of study in both preschool and TK. This MOU provides the district with support to implement the SEAL model, with an emphasis on instructional strategies and thematic integrated curricular design built upon science, social studies, and the Early Learning Foundations. Leadership development and support focused on program design, articulation and alignment; and training and support for District-provided Sobrato Early Academic Language Coach/Facilitators will also be provided as a condition of this agreement. The total cost of the MOU is \$10,059.00. Additional expenses will include staff auxiliary pay for mandatory release days. All expenses will be paid from the Universal Transitional Kindergarten Grant.

**ITEM SUBMITTED AND
APPROVED BY:** *Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:

☒	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☒	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve the SEAL Early Learning MOU.**

PROPOSED ACTION: **APPROVE**

Item #: 18

Services Agreement

This Services Agreement (the "Agreement"), dated as of August 20, 2026 (the "Effective Date"), is made by and between Sobrato Early Academic Language Program (SEAL), a nonprofit organization ("SEAL"), and Cutler-Orosi Joint Unified School District ("Client"). SEAL and the Client may be referred to individually as a "Party" or collectively as the "Parties".

WHEREAS, SEAL (Sobrato Early Academic Language) is an educational nonprofit organization whose mission is to prepare all English Language Learners and Dual Language Leaders across California to learn, thrive, and lead.

WHEREAS, Client is committed to providing high-quality education and ensuring equitable access to learning opportunities for all students, including English learners; and

WHEREAS, SEAL and the Client desire to partner together to implement SEAL's professional learning program(s) to support the learning needs of English Language Learners and Dual language Learners.

THEREFORE, BE IT RESOLVED, that SEAL and the Client desire to enter into this Agreement to set forth the terms and conditions under which SEAL will provide services to Client.

1. Scope of Services

1.1 Services Provided by SEAL

SEAL agrees to provide the professional learning services as outlined in Exhibit A, which is attached to and incorporated into this Agreement. These services are designed to support staff members in preparing dual language learners and English learners. SEAL will deliver these services with the highest professional standards and in accordance with all applicable laws and regulations.

1.2 Resources and Supports Provided by Client

Client agrees to provide certain services and supports necessary for the successful implementation of SEAL's professional learning program. These services are specified in Exhibit B, which is attached to and incorporated into this Agreement.

2. Term

The Term of this Agreement will commence on the Effective Date and continue through June 30, 2027, unless terminated earlier as provided in this Agreement. SEAL and Client may mutually agree in writing to extend or modify the Term of this Agreement.

3. Termination

3.1 Termination for Convenience

(a) Either party may terminate this Agreement for convenience by providing written notice to the other party at least thirty (30) days prior to the intended termination date. The terminating party must specify the effective date of termination in the notice.

(b) If the Client terminates this Agreement for convenience before the completion of the services outlined in Exhibit A, the Client shall pay for services already rendered and a termination fee to SEAL for remaining unpaid fee for services. The termination fee shall be calculated as follows:

- (i) If termination occurs within the first three (3) months of the Agreement's term, the termination fee shall be 25% of the remaining unpaid fees for services outlined in Exhibit A.
- (ii) If termination occurs after the first three (3) months but before the completion of services, the termination fee shall be 15% of the remaining unpaid fees for services outlined in Exhibit A.
- (iii) The termination fee is due within thirty (30) days of the effective date of termination. This fee is in addition to any amounts owed for services already performed under the Agreement.

3.2 Termination for Cause

Either party may terminate this Agreement for cause if the other party materially breaches any provision of this Agreement and fails to cure such breach within 30 days after receiving written notice of the breach from the non-breaching party.

3.3 Upon termination of this Agreement for any reason:

- (a) SEAL will immediately cease providing the Services;
- (b) the Client will pay all outstanding fees and expenses for Services rendered up to the effective date of termination;
- (c) each party will return or destroy all Confidential Information of the other party in its possession or control, as requested by the other party; and
- (d) any provisions of this Agreement that by their nature extend beyond termination will survive termination, including but not limited to provisions relating to confidentiality, intellectual property, and liability.

The termination of this Agreement, regardless of how it occurs, will not relieve either party of any obligations that have accrued prior to the effective date of the termination.

4. **Compensation**

SEAL will invoice Client for the Services provided under this Agreement according to the following schedule:

<u>Description</u>	<u>Amount</u>
Early Learning Full Model Participant Fee	3 x \$2,353 = \$7,059
• \$2,353 per participant	
Early Learning Full Model Returning Participant	2 = No fee
• No Fee per participant	
Early Learning Full Model Convening Fee	2 x \$1,500 = \$3,000
• \$1,500 per participant	

March 1, 2027**\$10,059 maximum - Invoice total based on District Rosters**

Client agrees to pay all undisputed invoices within 30 days of receipt and failure to do so may result in a suspension of services from SEAL. In the event that the Client fails to pay SEAL within 60 days of the scheduled payment date, SEAL may, after providing written notice to the Client and allowing a cure period of 15 days, elect to either cancel this Agreement or suspend its license and services. Such actions shall be taken in good faith and shall not be exercised unreasonably. Both parties agree to engage in good faith discussions to resolve any payment disputes prior to the exercise of these remedies. SEAL shall provide reasonable notice to the Client before taking any such action, except in cases where immediate suspension is necessary to prevent material harm. Any disputed charges must be communicated to SEAL in writing within 15 days of the invoice date, along with a detailed explanation of the dispute.

5. **Confidentiality**

The parties agree that any and all information disclosed by one party to the other, whether orally, in writing, or in any other form, and designated as confidential or which should reasonably be understood to be confidential given the nature of the information or the circumstances of disclosure, shall be kept strictly confidential. The receiving party shall not disclose such information to any third party without the prior written consent of the disclosing party, except as required by law or as necessary to fulfill the purposes of this agreement. The receiving party agrees to take all reasonable measures to protect the confidentiality of the disclosed information, using at least the same degree of care as it uses to protect its own confidential information, but in no event less than a reasonable degree of care. This confidentiality obligation shall survive the termination of this agreement for a period of 5 years.

6. **Intellectual Property**

Each party retains all rights, title, and interest in and to its own pre-existing intellectual property, including any materials, information, or methodologies developed or acquired by that party prior to or independently of this Agreement. Any intellectual property developed by SEAL during the course of providing the Services will be owned by SEAL. SEAL grants Client a non-exclusive, non-transferable license to use any SEAL-owned materials provided to Client as part of the Services, solely for the purpose of implementing and benefiting from the professional learning Services. Client agrees not to reproduce, distribute, or create derivative works based on SEAL's materials without SEAL's prior written consent. Any improvements or modifications to SEAL's intellectual property made by Client during the Term will be owned by SEAL, and Client hereby assigns all rights in such improvements or modifications to SEAL. Each party agrees to execute any documents necessary to perfect the other party's ownership of its respective intellectual property.

7. **Information and Media Obligations**

7.1 Information Collection

To support SEAL's evaluation and improvement efforts, the Client consents to SEAL's collection of participant data, including feedback surveys, informal interviews, and classroom observations. The Client agrees to facilitate these activities. The Client also agrees to furnish SEAL with District and site demographic information as permitted by law, and when services begin, provide teacher and staff names and background information. The Client will annually update SEAL with accurate District, site and participant data.

7.2 Recording Restrictions

The Client shall not record any presentation in audio or video or any other format without SEAL's prior written consent

7.3 Media Authorization

The Client grants SEAL the right to publicize, reproduce, and distribute photographs, videos or audio recordings taken during training sessions for SEAL's publications, digital platforms and promotional channels. The Client also authorizes SEAL to use media provided by the Client for marketing and advocacy purposes. These rights shall survive the termination of this Agreement and remain in effect indefinitely, allowing SEAL to continue using the media as specified herein, without limitation, for its ongoing promotional and advocacy efforts.

7.4 Media Sharing and Cross-Promotion

The Client acknowledges SEAL's right to share media with partner organizations for promotional, educational, or advocacy purposes. The Client agrees to publicly acknowledge SEAL as a partner in relevant communications (including newsletters, press releases, reports, and other official notices). The Client shall engage in cross-promotion by tagging SEAL in social media posts and distributing SEAL-provided content on the Client's platforms. SEAL reserves the right to review and approve the use of its name, logo, and program descriptions to ensure accuracy and alignment with SEAL's brand and mission. Client and SEAL shall collaborate on at least one joint social media post or campaign annually. The Client agrees to display SEAL's logo and provide a link to SEAL's website or program resources on Client's website. SEAL will supply approved copy, branding materials, and images for such placement. In return, SEAL may feature the Client's participation in its own communications and digital platforms. Participation in SEAL's publications and websites confers no rights of ownership or financial compensation to the Client.

7.5 Consent for Minors

The Client agrees to obtain necessary parental or guardian consent for any media featuring minors, as required by law, before providing such media to SEAL.

7.6 Editing Rights

SEAL retains the right to edit or modify media content while maintaining its integrity.

7.7 Media Statements

Both parties agree that any media statements, press releases, or external communications directly referencing the collaborative work require mutual review and approval prior to publication. Requests for approval must be submitted at least 10 business days in advance, except in urgent situations requiring expedited coordination.

7.8 Crisis Response

In the event of a crisis, controversy, or other sensitive situation involving the partnership, the Client and SEAL shall coordinate on communication strategies before making any public statements. Such coordination shall occur within 24 hours after the issue arises. Both parties shall collaborate in good faith to align messaging, preserve the partnership's integrity, and minimize reputational risks.

7.9 Duration of Consent

This Section 7 survives termination of the agreement, unless revoked in writing by the Client. Revocation applies only to future use and does not require SEAL to alter previously public content.

7.10 Liability Release

The Client releases SEAL, its contractors, and employees from liability for any claims related to this participation. SEAL is not responsible for the unauthorized third-party use of publicly available media once published.

8. **Indemnification**

8.1 Indemnification by SEAL

To the fullest extent permitted by law, SEAL agrees to indemnify, defend, and hold harmless the Client, its officers, directors, employees, agents, and assigns from and against any and all claims, liabilities, losses, damages, costs, or expenses (including reasonable attorneys' fees) to the extent caused by any negligent act, omission, or willful misconduct by SEAL, its employees, agents, or subcontractors in the performance of this Agreement.

8.2 Indemnification by Client

To the fullest extent permitted by law, the Client agrees to indemnify, defend, and hold harmless SEAL, its officers, directors, employees, agents, and assigns from and against any and all claims, liabilities, losses, damages, costs, or expenses (including reasonable attorneys' fees) to the extent caused by any negligent act, omission, or willful misconduct by the Client, its employees, agents, or subcontractors in the performance of this Agreement.

8.3 Notice of Claims

Each party agrees to promptly notify the other party in writing of any claim or suit brought against it for which it seeks indemnification under this Agreement. The indemnifying party shall have the right to control the defense and settlement of any such claim, provided that it does not settle any claim without the prior written consent of the indemnified party, which consent shall not be unreasonably withheld.

8.4 Survival

The indemnification obligations set forth in this section shall survive the termination or expiration of this Agreement.

8.5 Limitation of Liability

Notwithstanding anything to the contrary in this Agreement, neither party shall be liable to the other for any indirect, incidental, consequential, special, or punitive damages, including lost profits, even if advised of the possibility of such damages, arising from or related to this Agreement.

9. **Insurance Requirements**

During the term of this Agreement, at SEAL's sole cost and expense, SEAL agrees to procure and maintain the following insurance:

- 9.1 Commercial General Liability Insurance in the minimum amount of \$1,000,000 per occurrence, including coverage for property damage, bodily injury, personal and advertising injury, products and completed operations, liability assumed under an insured contract (including tort of another assumed in a business contract), and independent SEAL's liability. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this Agreement or the general aggregate limit shall be twice the required occurrence limit. Client, its officials, trustees, officers, agents, employees, volunteers, and representatives ("Client Entities") shall be named as additional insureds with respect to liability arising out of the Services performed by or on behalf of the SEAL under this Agreement. The policy shall contain a severability of interests/cross liability clause or language stating that SEAL's insurance shall apply separately to each insured

against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

- 9.2 Professional Liability Insurance (Errors and Omissions) Insurance appropriate to SEAL's profession, with limits not less than \$1,000,000 per occurrence or claim and \$2,000,000 aggregate. If the E&O policy provides claims-made coverage:
- (a) The Retroactive Date must be shown, and must be before the anticipated commencement of Services.,
 - (b) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after termination of this Agreement; and
 - (c) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a Retroactive Date prior to the contract effective date, SEAL must purchase "extended reporting" coverage for a minimum of five (5) years after termination of this Agreement.
- 9.3 Workers' Compensation Insurance: Coverage must be at least as broad as that which is required by the State of California, with Statutory Limits. SEAL must also maintain Employer's Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease.
- 9.4 SEAL Insurance Primary: For any claims related to this Agreement, the SEAL's insurance coverage shall be primary insurance coverage. Any insurance or self-insurance maintained by the Client Entities shall be excess of the SEAL's insurance and shall not contribute with it.
- 9.5 Waiver of Subrogation. SEAL hereby grants to the Client Entities a waiver of any right to subrogation which any insurer of said SEAL may acquire against the Client, its board of trustees, officials, employees, volunteers, and agents by virtue of the payment of any loss under such insurance. SEAL shall obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Client, its board of trustees, officials, employees, volunteers, and agents have received a waiver of subrogation endorsement from the insurer.
- 9.6 Acceptability of Insurers. Unless otherwise acceptable to the Client, all insurance is to be placed with insurers authorized to conduct business in California with a current A.M. Best's rating of no less than A:VII, or approved by the Surplus Lines Association to do business in California.
- 9.7 Verification of Coverage. At Client's request, SEAL shall furnish the Client with original certificates and amendatory endorsements or copies of the applicable policy language effecting coverage required by this Agreement. The Client reserves the right to require complete, certified copies of all required insurance policies, including endorsements required by these specifications, at any time.
- 9.8 Waivers, Modifications, or Changes. Any modification or waiver of the insurance requirements herein shall be made only with the written approval of the Client. If the Client reasonably believes the amount of the foregoing insurance coverages is not adequate or the type of insurance or its coverage adequacy is deemed insufficient, SEAL shall amend the insurance coverage as required by the Client, but not more frequently than annually.

10. Force Majeure

In the event that either Party is unable to perform its obligations under this Agreement due to circumstances beyond its reasonable control, including acts of God, war, terrorism, pandemics, government orders, natural disasters, labor disturbances or other causes beyond the Party's control, that Party's performance shall be excused for only as long as the force majeure event continues. The

affected Party shall promptly provide written notice to the other Party and use reasonable efforts to mitigate the effects of the resulting delay or nonperformance.

11. Governing Law

This Agreement will be governed by and construed in accordance with the laws of the State of California, United States, without giving effect to any choice of law or conflict of law provisions. The parties consent to the exclusive jurisdiction and venue of the state and federal courts located in California for any legal proceedings arising out of or relating to this Agreement.

12. Entire Agreement

This Agreement, including all exhibits and attachments, constitutes the entire agreement between SEAL and the Client regarding the subject matter herein. It supersedes all prior and contemporaneous agreements, proposals, or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any provision of this Agreement will be effective unless in writing and signed by both parties.

13. Amendments

Any amendments to this Agreement must be in writing and signed by authorized representatives of both SEAL and the Client. No oral modifications or amendments will be valid or binding on either party. The parties agree to review the Agreement annually and consider any necessary updates or modifications to ensure it remains relevant and effective.

14. Severability

If any provision of this Agreement is found by a court of competent jurisdiction to be invalid, illegal, or unenforceable, such provision shall be modified to the minimum extent necessary to make it valid, legal, and enforceable. If modification is not possible, the provision shall be severed from this Agreement. The invalidity, illegality, or unenforceability of any provision shall not affect the validity, legality, or enforceability of any other provision of this Agreement, which shall remain in full force and effect.

15. Disputes

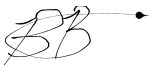
In the event of a dispute, difference of interpretation, or appeal of a decision regarding the terms and/or conditions of this Agreement, settlement shall first be sought in a meeting between Dr. Anya Hurwitz, Sobrato Early Academic Language Executive Director, and the Assistant Superintendent or similarly appointed Client supervisor of the SEAL professional learning services. If settlement cannot be reached, the issue shall then be presented to the executives of the two agencies (SEAL Executive Director and Superintendent, CEO or Executive Director of the Client) for joint resolution. If such resolution proves ineffective, then both sides shall agree to attend mediation. If a party wishes to pursue mediation they shall provide written notice of such intent and give the responding party 30 days to respond to such demand and allow a total of 60 days from the demand to pass to allow for mediation before filing any action, whether through arbitration or the Superior Court of Santa Clara County. Any mediation shall be conducted through American Arbitration Association ("AAA") and in accordance with AAA Rules for Commercial Disputes. The parties may stipulate to a mediator other than a AAA mediator. Notwithstanding the foregoing, disputes relating to intellectual property rights, or where SEAL seeks immediate injunctive or other equitable relief to protect its proprietary materials, shall not be subject to the mediation or waiting period requirements in this paragraph and may be brought immediately in an appropriate court of law or equity.

16. Attorney Fees

The party prevailing in a claim, dispute, or legal proceeding to enforce or interpret this Agreement shall be entitled to recover, and the other party shall pay, reasonable attorney fees and expenses.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

SOBRATO EARLY ACADEMIC LANGUAGE PROGRAM

By: 

By: _____

Name: Ben Buis

Title: Head Finance & Operations Officer

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

By: _____

Name: _____

Title: _____

Exhibit A

Services Provided by SEAL: Early Learning Full Model 2026-2027

SEAL will provide support to enable Client to replicate and implement the Early Learning Full Model 3.0, through a series of professional development modules that address instructional strategies and thematic integrated curricular design built upon the Language and Literacy, History-Social Science, and the Science Preschool/Transitional Kindergarten Learning Foundations; leadership development and support focusing upon program design, articulation and alignment; and training and support for Client-provided Sobrato Early Academic Language Coach. Professional development and training in the Early Learning Full Model 3.0 will be provided by trainers experienced in Sobrato Early Academic Language implementation, under the direction of Anya Hurwitz, SEAL Executive Director. Support from SEAL typically includes the following:

- **A Getting Started Institute (GSI)** specifically designed for Coaches and Administrators. The purpose of the GSI will be to provide an overview of the model and to develop a collaborative plan for delivery. This 2 hour virtual training will be scheduled and delivered on TBD.
- **A series of professional development modules** for PK & TK grade teachers and paraprofessionals at participating school sites beginning with a Launch and continuing with four professional development modules over the course of the Agreement. The Parties anticipate trainings to occur at the Tulare County Office of Education, DOE on:
 - Launch: 8-24-26
 - Module I: 10-2-26 & 10-3-26
 - Module II: 12-4-26
 - Module III: 2-4-27
 - Module IV: 4-9-27

The modules will cover, but will not be limited to: current research on supporting the needs of Dual Language Learners/English Language Learners, oral language development for social and academic purposes in English and children's home language(s), family engagement and the home-school connection, graphic organizers, early literacy and writing development, arts integration, and the joy of learning.

- **Walkthroughs:** 2 days: 1 day visit after Module I and 1 day visit after Module III (16 hours total)
- **Implementation Support:** Coaches are expected to attend the Getting Started Institute with Administrators/Directors and District Administrators. Support for Coaches and Leadership is described below.
- **Leadership Convenings:** Convenings will be held to engage Principals and Coaches from schools currently in training, and district office administrators in a larger network of SEAL educational leadership over the course of the year. Convenings will be delivered using a hybrid format of virtual and in person delivery. Dates for Convenings are TBD. Costs are based on a per participant basis. SEAL provides meals but does not provide travel or lodging, for Convenings for each paid participant. Additional admin and coaches can be added if the Client desires.

Anticipated service delivery dates are determined prior to each school year. SEAL will provide an anticipated services delivery schedule by Fall 2026, pursuant to this Agreement. Changes to the services delivery schedule may result in additional costs and scheduling requirements for Client.

2026-27 Full Model Early Learning Leadership/Coaching Components			
Content/Support	Days/Hours	SEAL Staff	Who Attends
Getting Started Institute (GSI)/Kick-Off	Virtual 2-hr session (Total 2 hrs)	Lead Trainer District Lead	• Site Leadership • Coach
Launch & Modules I-IV	In person 6 days, 6 hours each Launch: 1 day Module I: 2 days Module II-IV: 1 day each (Total 36 hrs)	Lead Trainer Second Trainer	• Educators • Coach • Site Leadership (when possible)
Coach Previews	Virtual 1-hr session Prior to each Module training, Modules 1-IV. (Total 4 hrs)	Lead Trainer	• Coach
Post-Module Check-ins	Virtual 1-hr session After each Module training, Modules I-IV. (Total 4 hrs)	Lead Trainer	• Coach
UPD Clinic	Virtual 2-hr session Between Launch and Module I. (Total 2 hrs)	Lead Trainer	• Coach
Walkthrough Clinic	Virtual 1-hr session Between Module I (Total 1 hr)	Lead Trainer	• Coach • Site Leadership
Walkthroughs (Select classrooms in cohort)	In person 1 day after Module I and Module III (Total 16 hrs)	Lead Trainer	• Coach • Site Leadership (when possible)
Leadership Monthly Check-ins	Virtual 1-hr monthly sessions (Total 10 hrs)	District Lead	• Site Leadership
Responsive Coaching Hours	Virtual Up to 5 hrs (Total up to 5 hrs)	Lead Trainer	• Coach

Total hours for Coaches	<u>21</u> hours of implementation support <u>5</u> hours of Responsive Coaching Hours <u>36</u> hours of in person training days Note: coaches will require additional time to prep for Unit Preparation Days (6 hrs per UPD), teacher coaching support, admin and site collaboration		
Total hours for Leadership	<u>21</u> hours of implementation support <u>36</u> hours of in person training days Note: Administrators will require additional time for site collaboration		
IMPLEMENTATION SUPPORT FOR ADDITIONAL COST			
Coach/Leadership Convenings	In person and Virtual 2 Virtual (1.5-2 hrs) 1 in person (8 hrs) (Total up to 12 hrs)	Coaching Team Lead Trainer District Lead	- Coach - Site Leadership
Summer Learning Lab	In person 10 days 3-day SEAL trainer support (1 day of prelearning lab training/UPD support, and 2 days of in-classroom & debrief support) (Total up to 24 hrs)	Lead Trainer	- Educators - Coach
Additional Implementation Support	TBD as needed	Lead Trainer	Coach

Exhibit B

Resources and Supports Provided by Client

The Parties acknowledge that successful replication of the comprehensive Sobrato Early Academic Language Early Learning Full Model 3.0 requires a strong commitment on the part of the Client and each school site. Accordingly, Client agrees to support the program as follows:

- The Client will provide to SEAL for review, in required format, timeline, and per directives to be provided by SEAL personnel, complete Rosters of Teachers, Coaches, Principals, and District-level administrators to be licensed pursuant to this SEAL Early Learning Full Model package implementation. In order to ensure appropriate access to Early Learning Full Model services and support, the parties agree that Rosters will be required for submission to SEAL no later than June 1, 2026, for the 2026-2027 school year.
- Client will maintain a Sobrato Early Academic Language Coach for the duration of the SEAL Early Learning Full Model package implementation. The appropriate candidates have strong expertise in Dual Language/English Learner education and experience as a mentor, coach or resource teacher. Client will make every effort to ensure the Sobrato Early Academic Language Coach's job responsibilities will be used solely to fulfill Sobrato Early Academic Language responsibilities 50% of the time.
- Participation of District Leadership, Directors/Administrators and/or Principals, Coaches, Teachers and paraprofessionals in the SEAL activities and services as described in Exhibit A.
- Client will provide teachers and paraprofessionals with release time through available collaboration or prep time for the purpose of strategy development and unit preparation. Client will carry these participation costs solely and consistently across the year of implementation.
- The Client will provide a set of 6 graphic organizer charts for Module II, and 2 books (one for Module I and one for Module III to all classrooms). For DI classrooms, the Client will purchase 2 books in Spanish, in addition to the 2 books in English. The Client agrees to provide \$1,000 per classroom for materials to support unit implementation.

Exhibit C

Mutual Understandings

The parties acknowledge that the Early Learning Full Model 3.0 is a comprehensive approach that infuses multiple aspects of instruction, curriculum, teaching and learning. Successful Early Learning Full Model 3.0 implementation rests upon basic understandings:

- Language and cognitive development for young Dual Language Learners/English Learners is strengthened through an articulated PreK-6 grades developmental model. In contexts where applicable, equal participation, collaboration, and alignment of the early childhood education and the K-6 grades systems is required.
- Meaningful, articulated and consistent implementation of the SEAL Early Learning Model 3.0 of instructional improvement and curriculum realignment to the Preschool/Transitional Kindergarten Learning Foundations requires an investment in professional development, coaching, and across-sites/programs/grade-level collaboration and planning.
- Biliteracy is an asset, with many benefits to children and society. Furthermore, the home language plays a powerful role in language and literacy development for young dual language children along with the development of English. Both bilingual programs and classroom settings where instruction is primarily delivered in English have a role to play in affirming bilingual development.
- The Early Learning Full Model 3.0 is simultaneously a powerful early foundation for Dual Language Learners/English Learners and an implementation of the Preschool/Transitional Kindergarten Learning Foundations for all students. Both call for a sustained multi-year investment in curriculum realignment, professional development and building institutional capacity. “Holding the course” over the duration of the implementation effort will produce the deepest outcomes the Early Learning Full Model 3.0 can deliver.
- Client is fully committed to implementation and has secured affirmative support for replicating the Early Learning Full Model 3.0 across multiple levels of stakeholders in District – teachers, coaches, directors/principals, District staff, President & CEO and school board.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE GROWTHPOINT TECHNOLOGIES (GPT) MEMORANDUM OF UNDERSTANDING (MOU)**

ATTACHMENTS: **GROWTHPOINT TECHNOLOGIES (GPT) MOU**

FUNDING SOURCE: **PROPOSITION 28**

DISCUSSION: Attached for Board approval is an MOU from GrowthPoint Technologies (GPT). GPT will deliver up to 20 hours of hands-on instruction through the Digital Art: Painter's Dream course for up to 20 students at the Alternative Education Sites. The total cost of the program is \$6,500, which includes instruction, equipment, and materials.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:

☒

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the GrowthPoint Technologies (GPT) MOU.

PROPOSED ACTION:

APPROVE

Item #: 19

GrowthPoint Technologies, Inc

PO Box 27486

Fresno, CA 93729

www.gptech.us

Proposed Service Agreement for Cutler-Orosi Alternative Education Sites

August 24th, 2026

OVERVIEW

GrowthPoint Technologies (GPT) will deliver up to 20 hours of hands-on digital art instruction for Cutler-Orosi Alternative Education Sites. Through the Digital Art: Painter's Dream course, students will use iPads and Digital Stylus to explore watercolor, botanical illustration, isometric design and introductory animation. Students will learn core digital illustration techniques on Procreate and bring their drawings to life through animation. The course is designed to strengthen students' creativity, visual communication, digital fluency, and problem-solving skills. GPT will provide trained instructors and all equipment and materials required for student participation.

- **Number of Students:** 20 students
- **Number of Instructor(s):** 1
- **Time:** Daily from 8:00 AM - 8:50 AM
- **Dates:** TBD by School Administrator

Course Description

COURSE	INCLUDED
Name Digital Art: Painter's Dream Description Students learn how to create new projects using different painting techniques including watercolor, botanical style, isometric and more. Students also dive into the world of animation by learning how to bring their drawing to life using animation.	Up to 20 Students Up to 20 hours iPads and Digital Stylus Provided

Service Cost

COST DESCRIPTION	Amount
Cost to provide instructor for Digital Art: Painter's Dream	\$6,500.00
Materials and Equipment are Included	-
TOTAL COST	\$6,500.00

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE MEMORANDUM OF UNDERSTANDING (MOU) FROM SEQUOIAS ADULT EDUCATION CONSORTIUM (SAEC)**

ATTACHMENTS: **SEQUOIAS ADULT EDUCATION CONSORTIUM MOU**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the Memorandum of Understanding with Sequoias Adult Education Consortium (SAEC. This MOU stands as evidence that the following districts intend to work together toward the mutual goal of collaborating to meet the goals of the Consortium, to improve the delivery of adult education in the Sequoias Adult Education Consortium Region.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:



1. Achieve academic Excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the SAEC Consortium MOU.

PROPOSED ACTION:

APPROVE

Item #: 20



Consortia Report on Governance Compliance of Rules and Procedures 2026.27

Consortium Name: Sequoias Adult Education Regional Consortium (SAEC)

Fiscal Agent or Fiscal Coordinator: Visalia Unified School District

Consortium Point Person (or person submitting this document):

Name:	John Werner
Consortium Role:	Consortium Executive Director
E-Mail:	sequoiasadulreddirector@gmail.com

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

In accordance with CAEP policy and education code, all eligible organizations within the boundaries of the region have been allowed to join the Sequoias Adult Education Consortium (SAEC) as members. The Consortium is comprised of the following members: Alpaugh Unified School District, Corcoran Unified School District, Cutler-Orosi Joint Unified School District, Exeter Unified School District, Farmersville Unified School District, Lindsay Unified School District, Hanford Joint Union High School District, Tulare Joint Union High

School District, Visalia Unified School District, Woodlake Unified School District, and Sequoias Community College District.

Furthermore, all agencies participating in the Sequoias Adult Education Consortium as a member, have agreed to the current year SAEC Memorandum of Understanding (MOU) and their governing board has taken action to approve the current year SAEC MOU. The SAEC Consortium Report on Governance and Compliance of Rules and Procedures (this document) and the SAEC MOU serve, together as the governing policy of SAEC. These two documents, together, define the governance rules and procedures of the consortium.

There are several small districts that at one time offered Adult Education programs, but due to decreases in funding, were eliminated. This left geographic gaps in the offerings of Adult Education. To address this gap in service provision, MEMBER districts without adult schools (BENEFICIARY MEMBER) will contract with MEMBER districts that have adult schools (PROVIDER MEMBER) to provide courses at school sites such as elementary, middle, and high schools for the adults in the BENEFICIARY MEMBER's community. This strategy leverages existing resources such as the administrative capacity of existing Adult Education programs and trained teachers from existing programs. Also, resources (e.g. classroom space, meeting space, computers, internet access, locally controlled funds, and support staff, other services such as after school programs that could provide childcare) that BENEFICIARY MEMBER districts without adult schools have to offer will be leveraged to support the provision of Adult Education. Furthermore, PROVIDER MEMBERS with adult schools agree to guarantee a portion of their CAEP allocation and related portion of their WIOA Title II: AEFLA grant funds (supplemental funding and to be determined in accordance with WIOA Title II: AEFLA funding award timelines) to service delivery on behalf of the BENEFICIARY MEMBER(S).

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

In accordance with CA education code, all eligible organizations within the boundaries of the region have been allowed to join the Sequoias Adult Education Consortium (SAEC) as members. The Consortium is comprised of the following members: Alpaugh Unified School District, Corcoran Unified School District, Cutler-Orosi Joint Unified School District, Exeter Unified School District, Farmersville Unified School District, Lindsay Unified School District, Hanford Joint Union High School District, Tulare Joint Union High School District, Visalia Unified School District, Woodlake Unified School District, and Sequoias Community College District. All members have committed to reporting any funds available to that member for the purpose of education and workforce services for adults and the uses of those funds. Members annually declare fund availability and use to the SAEC Board.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

The Consortium shall keep track of the date its members were officially designated by their local Boards of

Education and keep copies of the local board minutes as evidence, which will be archived. If an official designation is a Consent Item that is voted on, a copy of the Board Agenda that shows the designation as a Consent Item, as well as the minutes, will be provided and kept on file by SAEC. Each member must have one official-designated member. The officially designated member representative will represent the interests of the member agency and vote in SAEC Board decisions on behalf of the member agency. SAEC Board meeting attendance and vote participation of the official designee will be recorded and archived by SAEC. Alternate or proxy designees may not be assigned.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

The Consortium recognizes the benefits from full and active participation by all members in the decision-making process and implementation of SAEC Plans. Therefore, a calendar of meetings and each meeting agenda will be sent to members in advance. Agendas will be posted on the Consortium website. Email notification and reminders will be sent to all members. Minutes from meetings will be distributed to members and posted to the Consortium website. Agencies participating in the SAEC have agreed to act in accordance with applicable law, the SAEC Annual Plans, and SAEC Three Year Plan. SAEC Members participate annually in shared, or peer-to-peer monitoring for member effectiveness, adherence to SAEC Plans, and CAEP performance measured outcomes.

5. What will be the relative voting power of each member?

e.g. 1 member = 1 vote

e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)

e.g. Other (e.g., votes proportionate to adult students served)

Each member Board of Education will designate a voting representative to the Consortium Board and ensure attendance at and participation at regular Consortium meetings. Each member district with fewer than 5,000 students will be allowed one vote. Each member district with more than 5,000 students will be allowed 2 votes. A simple majority of members present constitutes a quorum. All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

6. How will decisions be approved?

e.g. by majority vote of 51%, or 50% +1 vote, or $\frac{2}{3}$ of votes

e.g. by consensus

All Consortium meetings shall be conducted in accordance with the SAEC Governance policies and all applicable laws. A simple majority of members of the Consortium constitutes a quorum. A simple majority will be needed for the passage of any motion. The vote of each official-designated member shall be recorded as cast. A roll call vote shall be taken in the event of a split vote on any decision. The names of the members

making and seconding each motion shall be recorded in the Consortium minutes.

7. How did you arrive at that decision-making model?

SAEC decisions have been arrived at by those processes described in this governance document. The decision-making model described above was used to choose the model.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

The Consortium encourages all interested persons to attend monthly meetings and to address the Consortium concerning any item on the agenda or within the Consortium's jurisdiction.

The SAEC Board will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code.

The following rules are intended to facilitate a presentation to the Consortium:

A. For matters not listed on the agenda:

- I. Any individual who wishes to address the Consortium on any item of interest to the public that is within the subject matter jurisdiction of the Consortium and not listed on the agenda may do so under the item on the agenda entitled "Public Comments."
- II. Without taking action, Consortium members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda.
- III. In keeping with its right to determine the length of time to be allotted to agenda items, the Consortium has determined that the overall time to be allowed for the agenda item entitled "Public Comments" shall not exceed three (3) minutes per person, and a total time of 20 minutes, unless there are extenuating circumstances, in which case the Consortium may extend the overall time limit.

B. For matters listed on the agenda: a person who wishes to address the Consortium may do so by completing a brief form (including name, address, and agenda item). Upon recognition, the person should state his or her name and may address the Consortium. The order of public comments on the agenda item will be determined by the order received.

C. Individuals shall be allowed up to three (3) minutes to address the Consortium on each agenda item or during the general public comments, unless there are extenuating circumstances, in which case the Consortium may extend the time limit for individual remarks.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

The Sequoias Adult Education Consortium recognizes the benefits that are derived when input from the public is included as part of a transparent decision-making process, and will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code. The Members will include the public in Consortium activities and programs whenever appropriate. The Consortium will provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. Monthly meetings will include a designated time for public comment. Agendas will be posted on the Consortium website, and emailed in advance to Consortium members and partners. Consortium members are encouraged to post the agendas at their individual web sites.

10. Describe how comments submitted by members of the public will be distributed publicly.

A summary of comments submitted by members of the public will be recorded in the meeting minutes and distributed publicly on the Consortium website.

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

Community partners and other entities are invited and encouraged to participate in all Consortium meetings. SAEC's founding partners include Tulare County Workforce Investment Board, Tulare County Library, Tulare County Department of Health and Human Services, C-SET, Proteus, ABLE Industries, Kings County Department of Health and Human Services, Kings County Workforce Investment Board.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

Fiscal Decision Making, Voting: The Sequoias Adult Education Consortium will annually approve the distribution schedule pursuant to Section 84913 with a simple majority vote. In accordance with the SAEC Governance policies, a simple majority vote will be needed for the passage of any motion. The vote(s) of each official designated member shall be recorded as cast. A roll call vote shall only be taken in the event of a split vote on any decision. The names of the members making and seconding each motion shall be recorded in the Consortium minutes. The distribution schedule will follow the funding priorities as specified in the SAEC Comprehensive Regional Plan ("3 Year Plan") and applicable law.

Pursuant to CA Education Code 84914, the SAEC Board shall approve annually a distribution schedule that includes the following:

- A. The amount of funds to be distributed to each member of the consortium for that fiscal year.
- B. A narrative justifying how the planned allocations are consistent with the adult education plan.
- C. Previous Year Allocation Basis: For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium equal to or greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:
 - 1. The member no longer wishes to provide services consistent with the adult education plan.
 - 2. The member cannot provide services that address the needs identified in the adult education plan.
 - 3. The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements
- D. COLA: For any year for which the chancellor and the Superintendent allocate an amount of funds, to include an increase of funds, as determined by a Cost-of-Living Adjustment (COLA) as determined in the Governor's Final Budget, to the consortium more than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium may be increased by a percentage equal to the percentage by which the total amount of funds allocated to the consortium increased. Increases in allocation to the consortium due to COLA shall be allocated to consortium members at the same percentage of increase as the percentage increase to the consortium. For example, a 4% increase in consortium allocation may result in each funded member receiving a 4% increase in member allocation. COLA shall be calculated as an ongoing percentage increase and not a lump sum payment. Member allocation increases caused by COLA shall be ongoing and considered part of a member's base fund allocation subject to CA Education Code 84914. Any member may self elect to forgo receipt of COLA or a portion of their funding.
- E. Decreased Consortium Allocation: For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:
 - 1. The member no longer wishes to provide services consistent with the adult education plan.
 - 2. The member cannot provide services that address the needs identified in the adult education plan.
 - 3. The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.
- F. Above-base Funding, non-COLA: For any year for which the chancellor and Superintendent

allocate an amount of funds to the consortium greater than the amount allocated in the prior year and the increased amount is not a net result increase of a COLA, then those funds shall be subject to an above-base increase to the consortium's allocation. Above-base allocation shall be allocated to members at the discretion of the SAEC Board and pursuant to the SAEC Above-base Fund Allocation process described below.

1. Above-base funds shall be awarded to members.
2. Above-base funds shall be awarded based a number of criteria:
 - i. Above-base fund allocations will be included with a member's annual allocation as described in the Consortium Fiscal Administration Declaration (CFAD).
 - ii. Increases to consortium allocation as a result of COLA are not above-base funds and not subject to the above-base fund criteria.
 - iii. Any other fund resources beyond CAEP funds received by the consortium, or a member, are not above-base funds and not subject to the above-base fund criteria.
 - iv. Above-base funds may be used for ongoing expenditures if the increase to consortium allocation will also be ongoing. If the increase to consortium allocation is a one-time increase in the form of an above-base fund increase, then the member may only receive a one-time above-base allocation increase.
 - v. Above-base funds shall be used to implement strategies in one or more CAEP program areas and to address one or more CAEP objectives: identify and fill gaps, provide professional development, transition students, and accelerate student transitions.
 - vi. Strategies which utilize above-base funds must demonstrate alignment with the SAEC Three Year Plan, SAEC Annual Plan, and the corresponding member's annual plan.
 - vii. Above-base funds will be awarded on the basis that they will be used to implement a specific strategy. If the member fails to implement the strategy effectively, or decides not to implement the strategy, or decides that they can no longer implement the strategy, the increase in that member's allocation as a result of receiving an above-base fund increase will end and the member's annual allocation will return to an amount minus those above-base increases. This will also apply to any COLA increases to those above-base funds over time. Those funds will be subject to redistribution amongst SAEC members for other above-base strategy implementation. Any member who accepts an above-base allocation agrees to this upon acceptance of such an allocation increase.
 - viii. Above-base fund allocations will be prioritized by the SAEC Leadership Committee, with input from the SAEC Executive Director, and recommended to the SAEC Board for a final fund allocation decision.
 - ix. The SAEC Leadership Committee will use a rubric for ranking above-base funding resource requests. The rubric criteria shall be:

1. the funding request is linked to the SAEC Three Year Plan through its associated actions,
 2. the request clearly describes how the strategy will address a community of need and the actions of the strategy will have a positive effect on that community,
 3. data supports the rationale for the strategy and resource request,
 4. the request demonstrates potential to realize appropriate and attainable CAEP Program outcomes through clear action steps
 5. the request application is complete and follows the prescribed process for application
- x. Member process for requesting above-base fund increases to their annual allocation:
1. The member will submit an application for above-base funds. At a minimum, the application must include:
 - a. a title of the strategy,
 - b. the above-base fund amount requested,
 - c. a description of the target population and how the strategy will address their needs,
 - d. identification of activities and measurable goals to address community needs & improve student outcomes
 - e. as applicable, at least one of the following:
 - i. a description of activities to improve integration of services among and including, but not limited to alignment of intake / placement for adults seeking education and workforce services, program mapping, and alignment of curriculum and standards
 - ii. a description of activities to improve transitions into postsecondary education and the workforce
 - iii. a description of approaches to prototype new strategies and evaluate their effectiveness
 - f. a description of how data be used to evaluate progress and measure effectiveness,
 - g. a description of other funds (if any) in addition to the requested above-base funds to be leveraged on the strategy,
 - h. a completed Logic Model which describes the strategy goal, the problems sought to address, inputs, activities, outputs, immediate (short-term) outcomes, intermediate outcomes, long-term outcomes/impacts and describes assumptions and external factors.
 - i. a list of progress indicators (at least 1, no more than 5) in the form of SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which the member and consortium will assess progress and impact during the

implementation of the strategy. These objectives should map directly to the Logic Model activities, outputs, and/or outcomes.

- xi. Above-base fund allocations are revocable by majority consortium vote.
- xii. Above-base fund expenditures must comply with state law and the CAEP program assurances and allowable expenditures.

G. Carry-Over:

In accordance with Sections 84901 and 84914, Sequoias Adult Education Consortium shall follow state law and policies in its treatment of carry-over from one fiscal year to the next as follows:

- (a) As a condition of receipt of an apportionment from the program, a consortium shall approve a distribution schedule that includes both of the following:
 - (1) The amount of funds to be distributed to each member of the consortium for that fiscal year.
 - (2) A narrative justifying how the planned allocations are consistent with the adult education plan.
- (b) (1) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium greater than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:
 - (A) The member no longer wishes to provide services consistent with the adult education plan.
 - (B) The member cannot provide services that address the needs identified in the adult education plan.
 - (C) The member has been consistently ineffective in providing services that address the needs identified in the adult education plan, including having excessive (more than 20%) carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each fiscal year thereafter, and reasonable interventions have not resulted in improvements.
 - (D) The excessive carry over rule shall not apply to any SAEC member whose allocation is less than one (1) percent (1.0%) of the consortium total allocation.
- (2) For any fiscal year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior fiscal year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:
 - (A) The member no longer wishes to provide services consistent with the adult education plan.
 - (B) The member cannot provide services that address the needs identified in the adult education plan.
 - (C) The member has been ineffective in providing services that address the needs identified in the adult education plan, including having excessive carryover for at least two consecutive fiscal years beginning with the 2022–23 fiscal year, and each

fiscal year thereafter, and reasonable interventions have not resulted in improvements.

- (c) A distribution schedule shall also include preliminary projections of the amount of funds that would be distributed to each member of the consortium in each of the subsequent two fiscal years. The preliminary projections shall not constitute a binding commitment of funds.
- (d) (1) For purposes of this section, a finding made by a consortium shall require a majority vote of its membership.
 (2) A consortium that makes a finding by majority vote pursuant to subparagraph (C) of paragraph (1) of subdivision (b) or subparagraph (C) of paragraph (2) of subdivision (b) based on a member having excessive carryover for at least two consecutive fiscal years may reduce the member's allocation by no more than the amount of the member's carryover.
- (e) (1) A consortium with carryover from one or more prior fiscal years exceeding 20 percent shall be required to submit a written expenditure plan, including future corrective actions to reduce the consortium's carryover to below 20 percent, to the chancellor and the Superintendent.
 (2) For each fiscal year that a consortium has carryover of more than 20 percent, the chancellor and the Superintendent shall prescribe and assign technical assistance to that consortium to ensure that adequate adult education services are provided to the region in proportion to the region's available funding.
 (3) The chancellor and the Superintendent shall ensure that the consortium funding remains dedicated to that consortium's region.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

The Sequoias Adult Education Consortium has designated the Visalia Unified School District to serve as the fiscal coordinator and the role and responsibilities of the SAEC fiscal coordinator are described in the SAEC Memorandum of Understanding. SAEC follows a direct funding fiscal model.

14. How will members join, leave, or be dismissed from the consortium?

The Consortium will adhere to the membership guidelines as defined by education code, the SAEC Report on Governance Compliance of Rules and Procedures and the SAEC Memorandum of Understanding.

Considerations for dismissal from the Consortium include:

- The member no longer wishes to provide services consistent with the adult education plan;
- The member cannot provide services that address the needs identified in the adult education plan; or
- The member has been ineffective in providing services that address the needs identified in the adult education plan, and reasonable interventions have not resulted in improvement.

In addition to the considerations specified in education code:

- Regular attendance is expected at monthly Consortium meetings. Each designated Member representative is expected to attend every SAEC Board meeting.

General SAEC Board Meeting Attendance:

A member may miss not more than five (5) meetings in a fiscal year. After a third (3rd) absence, the SAEC Executive Director shall notify the Member Designee, the AEBG Program Monitor, and the SAEC Board Co-Chairs shall prepare a written notice detailing the SAEC governance rule regarding attendance, a record of the designee's attendance, and corrective action. At a meeting of the fourth (4th) absence, the written notice shall be read into the official SAEC Board minutes as an information item and delivered via United States Postal Service to the Member Agency's Governing Board and the AEBG Program Monitor with a Domestic Return Receipt. At a meeting of the fifth (5th) absence, the SAEC Board shall take official action to dismiss the Member Agency from the Consortium for Member ineffectiveness and failure to attend. The terms and conditions described above shall pertain to general SAEC Board meeting attendance in a fiscal year regardless of absence sequence or absences in series.

Chronic or Consecutive Absenteeism:

In the event that a Member designee is absent from four (4) or more consecutive SAEC Board meetings, the Member Agency will forfeit their participation and membership in the Consortium by default.

Four (4) or more consecutive absences from SAEC Board meetings demonstrates that the Member Agency is not effective. Member effectiveness shall not be limited solely to SAEC Board meeting attendance. After the second (2nd) consecutive absence, the SAEC Executive Director shall notify the Member Designee, the AEBG Program Monitor, and the SAEC Board Co-Chairs shall prepare a written notice detailing the SAEC governance rule regarding attendance, a record of the designee's attendance, and corrective action. At the meeting of the third (3rd) consecutive absence, the written notice shall be read into the official SAEC Board minutes as an information item and delivered via United States Postal Service to the Member Agency's Governing Board and the AEBG Program Monitor with a Domestic Return Receipt. At the meeting of the fourth (4th) consecutive absence, the SAEC Board shall take official action to dismiss the Member Agency from the Consortium for Member ineffectiveness and failure to attend.

- Dismissal from or admission to the Consortium shall be accomplished with a simple majority vote from the Consortium.
- If the member initiates leaving the Consortium, SAEC will require the member's Governing Board approval.
- If the Consortium initiates dismissal, the Consortium will inform the member's Superintendent and Governing Board and follow due process.
- SAEC Members may be dismissed from SAEC for failure to demonstrate member effectiveness.
- If the Consortium dismisses a Member, the Consortium Executive Direct shall notify the AEBG

Project Monitor immediately.

- A record of intervention steps and dismissal actions shall be kept in the official minutes of Consortium Board Meetings.
- Dismissal from the Consortium is final and shall remain in effect for the remainder of the applicable or current 3 year planning period.

15. Does the consortium have a formal document detailing its working beyond the questionnaire?
(Please provide a link)

At this time, the Consortium relies on MOUs that outline basic governance rules and have been voted on by each member's Board of Education.

Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY AND ADMINISTRATIVE REGULATION 5142: SAFETY**

ATTACHMENTS: **BOARD POLICY AND ADMINISTRATIVE REGULATION 5142: SAFETY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Board Policy and Administrative Regulation 5142: Safety. The policy has been updated to add to the Governing Board's philosophical statement that the Board recognizes the importance of student engagement and safe use of technology to a safe school environment. Additionally, policy updated to reflect new law (SB 848, 2025) which mandates districts to adopt written policies that promote safe environments for student learning and engagement, with specified components related to professional boundaries, and policies, plans, or specifications regarding school facilities that address classroom and non-classroom environments to promote safe environments for learning and engagement that are easily supervised. Regulation updated to reflect new law (AB 727, 2025) which requires districts that issue student identification cards for students in grades 7-12 to have printed on them, in addition to other required safety and mental health resources, the Trevor Project's LGBTQ+ suicide hotline.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Student Services, Accountability, and Categorical Programs*

BOARD GOAL:

☐	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: The Superintendent recommends the Board approve the updated Board Policy and Administrative Regulation 5142: Safety.

PROPOSED ACTION: **APPROVE**

Item #: 21

Policy 5142: Safety

Status: DRAFT

Original Adopted Date: 09/09/2010 | **Last Revised Date:** 11/13/2025

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and engagement and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, including safe use of technology, and guiding student participation in educational programs and school-sponsored activities.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

District staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

Additionally, district employees, volunteers, and contractors shall promote safe environments for student learning and engagement that maintain appropriate boundaries among and between students. (Education Code 32100)

Appropriate boundaries shall be maintained between students and school employees, adult volunteers, and school contractors, and among and between adults employed, volunteering, or under contract with the district, in accordance with Board Policy 4119.21/4219.21/4319.21 - Professional Standards and Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

In addition, school facilities, including classroom and nonclassroom environments, shall be constructed and furnished in order to promote safe environments for learning and engagement that are easily supervised by district staff. (Education Code 32100)

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Regulation 5142: Safety

Status: DRAFT

Original Adopted Date: 09/09/2010 | **Last Revised Date:** 11/13/2025

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

For information related to release of students during an emergency, see AR 3516 - Emergencies and Disaster Preparedness Plan. Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized in the district's student information system as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone
2. Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats. The training shall be documented and kept on file.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them the 988 Suicide and Crisis Lifeline, the National Domestic Violence Hotline (1-800-799-7233), and The Trevor Project's LGBTQ+ suicide hotline (1-866-488-7386, or by texting START to 678-678). Additionally, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

Student Safety Patrols

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall be allowed to serve only with written consent of the students and the student's parents/guardians. Patrol members shall be at least 10 years of age and in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

The Superintendent or designee may permit students to avoid overexposure to sun and extreme weather conditions when they are outdoors and evaluate the adequacy of shade in playground areas in accordance with Board Policy 5141.75 - Weather Safety and Board Policy/Administrative Regulation 6142.7- Physical Education and Activity.

Activities with Safety Risks

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during district-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes

5. Sailing, boating, or water skiing
6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Body Contact Sports
17. Other activities determined by the principal to have a high risk to student safety

Any student who rides a personal transportation device, such as a bicycle, scooter, electric bicycles (e-bikes), and electric scooters (e-scooters) skateboard, or roller skates to school shall follow all laws and regulations regarding proper usage, speed limits, age, licensing, and equipment requirements, including wearing a properly fitted and fastened bicycle helmet. Personal transportation devices that do not meet legal standards for use on public roads or paths may not be permitted on school campuses.

Riding a personal transportation device is not permitted on school campus during the school day. On campus, a personal transportation device should be walked to designated parking areas and secured.

As needed, the Superintendent or designee may periodically provide training or instruction to students on the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates.

Events In or Around a Swimming Pool

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. Additionally, the Superintendent or designee may provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

Regular Board Meeting Agenda

September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **UPDATED BOARD POLICY AND ADMINISTRATIVE REGULATION 5131.4: STUDENT DISTURBANCES**

ATTACHMENTS: **BOARD POLICY AND ADMINISTRATIVE REGULATION 5131.4: STUDENT DISTURBANCES**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Board Policy and Administrative Regulation 5131.4: Student Disturbances. The policy has been updated to add to the Governing Board's philosophical statement the recognition that student disturbances interfere with a positive school environment and interrupt learning, and to delete material related to requesting assistance from law enforcement as that material is covered in the development of a school's disturbance management plan (formerly disturbance response plan). Additionally, policy updated to expand material related to a school's disturbance management plan, including who the Superintendent or designee may consult with when developing the plan, and creating a list of items that the plan may include. In addition, policy updated to provide that discipline for students who participate in a disturbance be in accordance with specified discipline related policies. Regulation updated to delete headings as unnecessary, reorganize and clarify the list of prohibited activities for which a student involved or attempting to be involved in may be subject to discipline, and include the requirement that a middle or high school student be permitted one excused absence per school year due to participation in a civic or political event.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Student Services, Accountability, and Categorical Programs*

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the updated Board Policy and Administrative Regulation 5131.4: Student Disturbances.

PROPOSED ACTION:

APPROVE

Item #: 22

Policy 5131.4: Student Disturbances

Status: DRAFT

Original Adopted Date: 06/24/2010

The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning, and recognizes that student disturbances interfere with such an environment and interrupt learning

In order to respond to a student disturbance and to help prevent student activity from becoming a student disturbance, the Superintendent or designee and the principal of each school shall establish a student disturbance management plan for the school. At the Superintendent's or designee's discretion, the plan may be included in the school's comprehensive school safety plan in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan, or in the district's school emergency and disaster preparedness plan in accordance with Board Policy/Administrative Regulation 3516 - Emergencies and Disaster Preparedness Plan.

In developing each school's plan, the Superintendent or designee and principal may consult with students, staff, parents/guardians, and other interested individuals, as appropriate. Additionally, the Superintendent or designee and principal may consult with local law enforcement authorities to the extent the plan includes guidelines for law enforcement support and intervention.

The plan may include, but need not be limited to, the following:

1. The types of student disturbances that the plan addresses, including prohibited activities listed in the accompanying administrative regulation

Additionally, this may include student activities that constitute or may lead to student disturbances such as protests, sit-ins/stand-ins, and walk-outs.

2. Measures designed to prevent student disturbances

This may include identifying student supports and training to help staff recognize, report, and respond to student activities that may lead to student disturbances.

3. The school's responses to student disturbances

This may include consideration of student rights such as freedom of expression in accordance with Board Policy/Administrative Regulation 5145.2 - Freedom of Speech/Expression.

4. Staff involvement in student disturbances

Any such involvement shall be in accordance with Board Policy 4119.1/4219.1/4319.1 - Civil and Legal Rights and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees.

Students who participate in a disturbance may be subject to discipline in accordance with Board Policy/Administrative Regulation 5144 - Discipline, Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

Regulation 5131.4: Student Disturbances

Status: DRAFT

Original Adopted Date: 06/24/2010

A student involved or attempting to be involved in any of the following prohibited activities may be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight
2. Disrupting district operations, including, but not limited to, making statements that are obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may disrupt district operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on district premises
- b. Participating in sit-ins or stand-ins which deny students or employees normal access to district premises
- c. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of district personnel
- d. Participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity and the protest significantly disrupts instruction or other school activities

Any student who is absent from class or school due to participation in Items #2a-d above shall be given an unexcused absence, regardless of any parent/guardian approval of the absence.

However, upon providing advanced notice and in accordance with Board Policy/Administrative Regulation 5113 - Absences and Excuses, a student in middle or high school shall be permitted one excused absence per school year in order to participate in a civic or political event such as voting, poll working, strikes, public commenting, or attending candidate speeches, political or civic forums, or town halls. (Education Code 48205)

3. Interfering with or unauthorized use of district technology

When a disturbance is ongoing, and the principal or designee believes that additional students might become involved in the disturbance if not in class, such as during passing periods, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

Additionally, the principal may request the Superintendent to dismiss school in accordance with the school disturbance management plan.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED EXHIBIT 1312.4-E(1) AND EXHIBIT 1312.4-E(2): WILLIAMS UNIFORM COMPLAINT PROCEDURES**

ATTACHMENTS: **EXHIBITS 1312.4-E(1) AND 1312.4-E(2): UNIFORM COMPLAINT PROCEDURES**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Exhibit 1312.4-E(1) Uniform Complaint Procedures: Updated to clarify that the notice provided by the exhibit applies to all grade levels, including Transitional Kindergarten. Exhibit 1312.4-E(2) Uniform Complaint Procedures: Updated to clarify that the form provided by the exhibit applies to all grade levels, including Transitional Kindergarten.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Student Services, Accountability, and Categorical Programs*

BOARD GOAL:

☐	1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Exhibits 1312.4-E(1) and 1312.4-E(2): Uniform Complaint Procedures.**

PROPOSED ACTION: **APPROVE**

Item #: 23

Exhibit 1312.4-E(1): Williams Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: Pending

**NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: GRADES TK - 12
 COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials

That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair

This includes the identification and resolution of emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff.

3. There should be no teacher vacancies or misassignments

There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district website. Additionally, you may download a copy of the California Department of Education (CDE) complaint form from CDE's website, when available. However, a complaint need not be filed using either the district's complaint form or the complaint form from CDE.

Exhibit 1312.4-E(2): Williams Uniform Complaint Procedures**Status:** DRAFT**Original Adopted Date:** Pending**COMPLAINT FORM: GRADES TK - 12
WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, including emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____

Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. ☒ Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

- a. ☒ A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class
- b. ☒ A student does not have access to textbooks or instructional materials to use at home or after school
This does not require two sets of textbooks or instructional materials for each student
- c. ☒ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage
- d. ☒ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials

2. ☐ Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

- a. ☒ A semester begins and a teacher vacancy exists

A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (5 CCR 4600)

- b. ☒ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class

This does not relieve the district from complying with state or federal law regarding teachers of English

Learners.

- c. ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency

3. ☐ Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)

- a. ☐ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff while at school including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district
- b. ☐ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers
- c. ☐ For a school serving students in any of grades 3-12, the school has not, at all times, stocked and made available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom
- d. ☐ Starting July 1, 2026, for a school that has more than one female and more than one male restroom designated exclusively for student use, the school has not maintained at least one all-gender restroom for student use in accordance with Education Code 35292.5
- e. ☐ The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes

This does not apply when temporary closing of the restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as you wish to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint at the following location:

(principal or designee)

(address)

Please be aware that you may file a complaint directly with the Superintendent of Public Instruction if you are alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency.

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED BOARD POLICY 5145.6:
PARENT/GUARDIAN NOTIFICATIONS AND
EXHIBIT 5145.6-E(1): PARENT/GUARDIAN
NOTIFICATIONS**

ATTACHMENTS: **BP 5145.6: PARENT/GUARDIAN NOTIFICATIONS
AND EXHIBIT 5145.6-E(1): PARENT/GUARDIAN
NOTIFICATIONS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Board Policy 5145.6 in conjunction with the accompanying Exhibit updated to reflect New Law (AB 495, 2025) which requires the Governing Board to notify parents/guardians of, and post specified information in administrative buildings, related to response to immigration enforcement, New Law (SB 715, 2025) which has specified notification requirements related to discrimination, the requirement to notify parents/guardians prior to administering any psychological test involving their child and the ability to opt-out, the requirement to notify parents/guardians when a child is absent from school without permission, New Law (SB 98, 2025) which requires parents/guardians to be notified when that school confirms the presence of immigration enforcement on a school site, and New Court Decision (Mahmoud v. Taylor) regarding the right to opt out of instructional content that substantially interferes with religious development.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Student Services, Accountability, and Categorical Programs*

BOARD GOAL:

☐	1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve updated Board Policy 5145.6 and Exhibit 5145.6-E(1): Parent/Guardian Notifications.**

PROPOSED ACTION: **APPROVE**

Item #: 24

Policy 5145.6: Parent/Guardian Notifications**Status:** DRAFT**Original Adopted Date:** 08/12/2010 | **Last Revised Date:** 10/09/2025

The Governing Board desires to promote effective communication from the district and/or school to families to keep families informed regarding educational programs, district and school operations, and the legal rights of students and parents/guardians. The Superintendent or designee shall send parents/guardians all notifications required by law and any other notifications the Superintendent or designee believes will promote familial understanding and involvement.

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless the student's parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is not required. Any signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, the student's parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format.

When necessary, the district shall provide notifications to qualified individuals with disabilities in alternative formats, such as braille, large font, or audio recordings, to enable such individuals to effectively participate in any program, service, or activity, as required by law.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Exhibit 5145.6-E(1): Parent/Guardian Notifications
Status: DRAFT

Original Adopted Date: 10/09/2025

Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2025 (SB 101, Ch. 4, Statutes of 2025) extends the suspension of these requirements through the 2025-26 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

This exhibit is a non-exhaustive list of notices that the law explicitly requires be provided to parents/guardians. Other notices may exist and be identified in the future.

I. Annually

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 222.5; 46015
 Board Policy/Administrative Regulation #: See BP 5146
 Subject: Rights and options for pregnant and parenting students

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 234.7
 Board Policy/Administrative Regulation #: See BP 0410, BP 1445
 Subject: Right to a free public education regardless of immigration status or religious beliefs; information relating to educational rights developed by the Attorney General

When to Notify: Beginning of each school year or upon enrollment
 Education or Other Legal Code: Education Code 310
 Board Policy/Administrative Regulation #: See BP 6142.2, AR 6174
 Subject: Information on the district's language acquisition program

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 17611.5, 17612, 48980.3
 Board Policy/Administrative Regulation #: See AR 3514.2
 Subject: Use of pesticide products, active ingredients, internet address to access information, and, if district uses certain pesticides, integrated pest management plan

When to Notify: Annually by February 1
 Education or Other Legal Code: Education Code 35256, 35258
 Board Policy/Administrative Regulation #: See BP 0510
 Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 35291, 48980
 Board Policy/Administrative Regulation #: See AR 5144, AR 5144.1
 Subject: District and site discipline rules

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 44050
 Board Policy/Administrative Regulation #: See BP 4119.21/4219.21/4319.21, BP 4119.24/4219.24/4319.24
 Subject: For districts that maintain a code of conduct, material addressing employee interactions with students

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 46010.1
 Board Policy/Administrative Regulation #: See AR 5113
 Subject: Absence for confidential medical services

When to Notify: Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school

Education or Other Legal Code: Education Code 48929, 48980
 Board Policy/Administrative Regulation #: See BP 5116.2
 Subject: District policy authorizing transfer

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980
 Board Policy/Administrative Regulation #: See BP 6111
 Subject: Schedule of minimum days and student-free staff development days

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980
 Board Policy/Administrative Regulation #: None
 Subject: The protections, requirements, and responsibilities prescribed in Assembly Bill 715 of the 2025-26 Regular Legislative Session

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917; 34 CFR 106.8
 Board Policy/Administrative Regulation #: See AR 5145.7
 Subject: Copy of sexual harassment policy as related to students; contact information for Title IX coordinator

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 32255-32255.6
 Board Policy/Administrative Regulation #: See AR 5145.8
 Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301
 Board Policy/Administrative Regulation #: See BP 5111.1, AR 5116.1, AR 5117
 Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Governing Board allows such absence
 Education or Other Legal Code: Education Code 48980, 46014
 Board Policy/Administrative Regulation #: See AR 5113
 Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 48205
 Board Policy/Administrative Regulation #: See AR 5113, BP 6154
 Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208
 Board Policy/Administrative Regulation #: See AR 6183
 Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 49403
 Board Policy/Administrative Regulation #: See BP 5141.31
 Subject: School immunization program

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 49423, 49480
 Board Policy/Administrative Regulation #: See AR 5141.21
 Subject: Administration of prescribed medication

When to Notify: Beginning of each school year
 Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h
 Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49471, 49472

Board Policy/Administrative Regulation #: See BP 5143

Subject: Availability of insurance

When to Notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement

Education or Other Legal Code: Education Code 48980, 51225.3

Board Policy/Administrative Regulation #: See AR 6146.1

Subject: How district established graduation requirements do or do not satisfy college entrance A-G course criteria; district's CTE courses that satisfy A-G course criteria

When to Notify: Beginning of each school year in grades 11-12

Education or Other Legal Code: Education Code 48980.5

Board Policy/Administrative Regulation #: None

Subject: Information on local apprenticeship and pre-apprenticeship programs

When to Notify: At the beginning of each school year in grades 7-12

Education or Other Legal Code: Education Code 48980.6

Board Policy/Administrative Regulation #: BP 6141.4

Subject: Any dual enrollment or International Baccalaureate courses offered by the district

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48985.5

Board Policy/Administrative Regulation #: See BP 5131.6

Subject: The dangers of using synthetic drugs not prescribed by a physician, possibility that such drugs can be found in counterfeit pills, and the risk of social media being used to market synthetic drugs, such as fentanyl

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48986, 49392

Board Policy/Administrative Regulation #: See AR 0450

Subject: Information and laws related to the safe storage of firearms and California's child access prevention laws

When to Notify: Annually (not otherwise specified)

Education or Other Legal Code: Education Code 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: See AR 1312.3, BP 0460, BP 3260

Subject: Uniform complaint procedures, available appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063

Board Policy/Administrative Regulation #: See AR 5125, AR 5125.3

Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7

Board Policy/Administrative Regulation #: See AR 5125

Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials and to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37

Board Policy/Administrative Regulation #: See AR 5125.1

Subject: Release of directory information

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49069.5, 51225.1, 51225.25

Board Policy/Administrative Regulation #: See AR 6146.3

Subject: Transfer of coursework and credits for foster youth, students experiencing homelessness, former juvenile court school students, children of military family, and newcomer students

When to Notify: Two or more times during the school year

Education or Other Legal Code: Education Code 49428

Board Policy/Administrative Regulation #: See BP 5141.5

Subject: How to access mental health services at school and/or in the community

When to Notify: Annually or upon enrollment in elementary school

Education or Other Legal Code: Education Code 49452.6

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Availability of type 1 diabetes informational materials developed by the California Department of Education

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49520, 48980, 42 USC 1758, 7 CFR 245.5

Board Policy/Administrative Regulation #: See AR 3553

Subject: Eligibility and application process for free and reduced price meals

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 51513, 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5022, BP 6162.8

Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify: When developing the local control and accountability plan and during the annual update of the local control and accountability plan (LCAP)

Education or Other Legal Code: Education Code 52062

Board Policy/Administrative Regulation #: See BP 0460

Subject: Opportunity to submit written comments regarding specific actions and expenditures in proposed plan or annual update

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 56301

Board Policy/Administrative Regulation #: See BP 6164.4

Subject: Parental rights regarding special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 58501, 48980

Board Policy/Administrative Regulation #: See AR 6181

Subject: Alternative schools

When/Whom to Notify: Annually (not otherwise specified)

Education or Other Legal Code: Education Code 60615, 5 CCR 852

Board Policy/Administrative Regulation #: See AR 6162.51

Subject: Student's participation in state assessments; option to request exemption from testing

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 60900.5

Board Policy/Administrative Regulation #: AR 5125, AR 6143

Subject: Use of CalPADS data as specified in Education Code 60900.5

When to Notify: Beginning of each school year

Education or Other Legal Code: Health and Safety Code 104855

Board Policy/Administrative Regulation #: See AR 5141.6

Subject: Availability of dental fluoride treatment; opportunity to accept or deny treatment

When to Notify: Beginning of each school year, if district receives Title I funds

Education or Other Legal Code: 20 USC 6312; 34 CFR 200.48

Board Policy/Administrative Regulation #: See BP 4112.2, AR 4222

Subject: Right to request information regarding professional qualifications of child's teacher and paraprofessional

When to Notify: Beginning of each school year
 Education or Other Legal Code: 34 CFR 104.8, 106.8
 Board Policy/Administrative Regulation #: See BP 0410, BP 6178
 Subject: Nondiscrimination

When to Notify: Beginning of each school year to parent/guardian, teacher, and employee organizations or, in their absence, individuals
 Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93
 Board Policy/Administrative Regulation #: See AR 3514
 Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When to Notify: Beginning of each school year
 Education or Other Legal Code: USDA FNS Instructions 113-1
 Board Policy/Administrative Regulation #: See BP 3555
 Subject: Information related to the district's food service programs

When to Notify: Beginning of each school year
 Education or Other Legal Code: USDA SP-46-2016
 Board Policy/Administrative Regulation #: See AR 3551
 Subject: District policy on meal payments

II. At Specific Times During the Student's Academic Career

When to Notify: Beginning in grade 7, at least once prior to course selection and career counseling
 Education or Other Legal Code: Education Code 221.5, 48980
 Board Policy/Administrative Regulation #: See BP 6164.2
 Subject: Course selection and career counseling

When to Notify: Upon a student's enrollment
 Education or Other Legal Code: Education Code 310
 Board Policy/Administrative Regulation #: See BP 6142.2, AR 6174
 Subject: Information on the district's language acquisition programs

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program
 Education or Other Legal Code: Education Code 32390, 48980
 Board Policy/Administrative Regulation #: See AR 5142.1
 Subject: Fingerprinting program

When/Whom to Notify: When participating in driver training courses under the jurisdiction of the district
 Education or Other Legal Code: Education Code 35211
 Board Policy/Administrative Regulation #: None
 Subject: Civil liability, insurance coverage

When to Notify: Upon registration in K-6, if students have not previously been transported
 Education or Other Legal Code: Education Code 39831.5
 Board Policy/Administrative Regulation #: See AR 3543
 Subject: School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops

When to Notify: Beginning of each school year for high school students, if high school is open campus
 Education or Other Legal Code: Education Code 44808.5, 48980
 Board Policy/Administrative Regulation #: See BP 5112.5
 Subject: Open campus status

When to Notify: When admitted or advancing to sixth grade
 Education or Other Legal Code: Education Code 48980.4
 Board Policy/Administrative Regulation #: None
 Subject: A statement regarding the state's public policy, advising that students adhere to current immunization

guidelines regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level

When to Notify: Prior to providing an eye examination

Education or Other Legal Code: Education Code 49455.5

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Upcoming eye examinations at school site, including form on which parent/guardian may indicate lack of consent

When to Notify: When a parent/guardian request for district designation of volunteers is received for training on emergency use of anti-seizure medication for a student diagnosed with seizures

Education or Other Legal Code: Education Code 49468.2

Board Policy/Administrative Regulation #: See AR 5141.21

Subject: Request for volunteers to be trained in the recognition and response to seizures, including administration of emergency anti-seizure medication, description of training, right to rescind offer to volunteer, prohibition against retaliation.

When to Notify: Upon a student's enrollment

Education or Other Legal Code: Education Code 49063

Board Policy/Administrative Regulation #: See AR 5125, AR 5125.3

Subject: Specified rights related to student records

When to Notify: When students enter grade 7

Education or Other Legal Code: Education Code 49452.7

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Specified information on type 2 diabetes

When to Notify: In transitional kindergarten, kindergarten, or in first grade if not previously enrolled in public school

Education or Other Legal Code: Education Code 49452.8

Board Policy/Administrative Regulation #: See AR 5141.32

Subject: Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

When to Notify: Prior to administering any psychological test

Education or Other Legal Code: Education Code 51101

Board Policy/Administrative Regulation #: See AR 5020

Subject: Information about and to opt out of any psychological testing involving their child

When to Notify: On a timely basis following an absence

Education or Other Legal Code: Education Code 51101

Board Policy/Administrative Regulation #: See AR 5020

Subject: If child is absent from school without permission

When to Notify: Before grade 12

Education or Other Legal Code: Education Code 51225.8

Board Policy/Administrative Regulation #: See AR 6143

Subject: Completion and submission of FAFSA and CADAA

When to Notify: Beginning of each school year for students in grades 9-12

Education or Other Legal Code: Education Code 51229, 48980

Board Policy/Administrative Regulation #: See AR 6143, BP 6178

Subject: UC and CSU College admission requirements, UC and CSU websites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors to assist with selection of courses that meet college admission requirements and/or enroll in CTE courses, direction to the CaliforniaColleges.edu platform to access resources that help students and their families learn about college admission requirements

When to Notify: Beginning of each school year for students in grades 9-12

Education or Other Legal Code: Education Code 51229, 48980

Board Policy/Administrative Regulation #: See AR 5125

Subject: Disclosure that student data may be shared with the California College Guidance Initiative to provide students and their families with direct access to online tools and resources for college and career planning

When to Notify: Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year

Education or Other Legal Code: Education Code 51938, 48980

Board Policy/Administrative Regulation #: See AR 6142.1

Subject: Sexual health and HIV prevention education; right to view audiovisual materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse

When to Notify: Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year

Education or Other Legal Code: Education Code 60641, 5 CCR 863

Board Policy/Administrative Regulation #: See AR 6162.51

Subject: Results of tests; test purpose, individual score and intended use

When/Whom to Notify: By October 15 for students in grade 12

Education or Other Legal Code: Education Code 69432.9

Board Policy/Administrative Regulation #: See AR 5121, AR 5125

Subject: Forwarding of student's grade point average to Cal Grant program; timeline to opt out

When to Notify: Upon enrollment in a California State Preschool program

Education or Other Legal Code: Education Code 8489.1

Board Policy/Administrative Regulation #: See AR 5148.3

Subject: Limitations on disenrollment, including expulsion and suspension and how to file an appeal in the event of expulsion or suspension

When to Notify: When child is enrolled or reenrolled in a licensed child care and development center or preschool

Education or Other Legal Code: Health and Safety Code 1596.7996

Board Policy/Administrative Regulation #: See AR 5148

Subject: Information on risks and effects of lead exposure, blood lead testing

When to Notify: When child participates in licensed child care and development program

Education or Other Legal Code: Health and Safety Code 1596.857, 22 CCR 101218.1

Board Policy/Administrative Regulation #: See AR 5148

Subject: Parent/guardian right to enter and inspect facility and other rights as specified

When to Notify: When child is enrolled in a licensed child care and development center or preschool

Education or Other Legal Code: Health and Safety Code 1597.640

Board Policy/Administrative Regulation #: See BP/AR 5148, BP 5148.3

Subject: Website with Attorney General's model policies

When to Notify: When child is enrolled in kindergarten

Education or Other Legal Code: Health and Safety Code 124100, 124105

Board Policy/Administrative Regulation #: See AR 5141.32

Subject: Health screening examination

When to Notify: To students in grades 11-12, early enough to enable registration for fall test

Education or Other Legal Code: 5 CCR 11523

Board Policy/Administrative Regulation #: See AR 6146.2

Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: When child participates in licensed child care and development program

Education or Other Legal Code: 5 CCR 18066

Board Policy/Administrative Regulation #: See AR 5148

Subject: Policies regarding excused and unexcused absences

When to Notify: Upon child's enrollment in child care and development program

Education or Other Legal Code: 5 CCR 18114

Board Policy/Administrative Regulation #: See AR 5148

Subject: Policy on fee collection

When to Notify: To secondary students, if district receives Title I funds

Education or Other Legal Code: 20 USC 7908

Board Policy/Administrative Regulation #: See AR 5125.1

Subject: Request that district not release student's name, address, and phone number to military recruiters without prior written consent

III. When Special Circumstances Occur

When to Notify: In the event of a breach of security of district records

Education or Other Legal Code: Civil Code 1798.29

Board Policy/Administrative Regulation #: See BP 3580

Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

When to Notify: Upon receipt of a complaint alleging discrimination

Education or Other Legal Code: Education Code 262.3

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Civil law remedies available to complainants

When to Notify: When determining whether an English learner should be reclassified as fluent English proficient

Education or Other Legal Code: Education Code 313, 5 CCR 11303

Board Policy/Administrative Regulation #: See AR 6174

Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When Student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year

Education or Other Legal Code: Education Code 313.2, 440, 20 USC 6312

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program

When to Notify: When the school confirms the presence of immigration enforcement on the school site

Education or Other Legal Code: Education Code 32282

Board Policy/Administrative Regulation #: AR 0450, 1445

Subject: Presence of immigration enforcement on school site

When to Notify: For districts under financial distress, as defined, upon an affirmative action by the Board to implement a school closure or consolidation

Education or Other Legal Code: Education Code 41329

Board Policy/Administrative Regulation #: None

Subject: The date of the closure or consolidation, student's new school assignment, district resources to support student transition, contacts for additional information.

When to Notify: Prior to implementing alternative schedule

Education or Other Legal Code: Education Code 46162

Board Policy/Administrative Regulation #: See BP 6112

Subject: Public hearing on alternative schedule in secondary grades

When to Notify: When a student experiencing homelessness, a foster youth, or a child eligible for free or reduced price meals applies for enrollment in before/after school program

Education or Other Legal Code: Education Code 8483

Board Policy/Administrative Regulation #: See AR 5178.2

Subject: Right to priority enrollment and how to request priority enrollment

When to Notify: When certification status of a nonpublic, nonsectarian school or agency attended by a district student changes, within 14 days of becoming aware of the change

Education or Other Legal Code: Education Code 56366.45

Board Policy/Administrative Regulation #: BP 6159.2

Subject: A change in certification status of nonpublic, nonsectarian school or agency

When to Notify: When a child in a California State Preschool program exhibits persistent and serious challenging behaviors

Education or Other Legal Code: Education Code 8489.1

Board Policy/Administrative Regulation #: See AR 5148.3

Subject: Description of the child's behaviors and program plan for maintaining the child's safe participation in program and expulsion/unenrollment process

When to Notify: At least 24 hours before the effective date of suspending or expelling a child from a California State Preschool program

Education or Other Legal Code: Education Code 8489.1

Board Policy/Administrative Regulation #: See AR 5148.3

Subject: "Notice of Action, Recipient of Services," as described in 5 CCR 17783

When to Notify: Before high school student attends specialized secondary program on a university campus

Education or Other Legal Code: Education Code 17288

Board Policy/Administrative Regulation #: None

Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: At least 72 hours before use of pesticide product not included in annual list

Education or Other Legal Code: Education Code 17612

Board Policy/Administrative Regulation #: See AR 3514.2

Subject: Intended use of pesticide product

When to Notify: To members of athletic teams

Education or Other Legal Code: Education Code 32221.5

Board Policy/Administrative Regulation #: See AR 5143

Subject: Offer of insurance; no-cost and low-cost program options

When to Notify: Annually to parents/guardians of student athletes before participation in competition

Education or Other Legal Code: Education Code 33479.3

Board Policy/Administrative Regulation #: See AR 6145.2

Subject: Information on sudden cardiac arrest

When to Notify: If school has lost its WASC accreditation status

Education or Other Legal Code: Education Code 35178.4

Board Policy/Administrative Regulation #: See BP 6190

Subject: Loss of status, potential consequences

When/Whom to Notify: When district has contracted for electronic products or services that disseminate advertising

Education or Other Legal Code: Education Code 35182.5

Board Policy/Administrative Regulation #: See BP 3312

Subject: Advertising will be used in the classroom or learning center

When to Notify: At least six months before implementing a schoolwide uniform policy

Education or Other Legal Code: Education Code 35183

Board Policy/Administrative Regulation #: See AR 5132

Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a year-round schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: See BP 6117

Subject: Public hearing on year-round schedule

When to Notify: When interdistrict transfer is requested and not approved or denied within 30 days

Education or Other Legal Code: Education Code 46601

Board Policy/Administrative Regulation #: See AR 5117

Subject: Appeal process

When to Notify: Before early entry to transitional kindergarten or kindergarten, if early entry offered

Education or Other Legal Code: Education Code 48000

Board Policy/Administrative Regulation #: See AR 5111, AR 6170.1
 Subject: Effects, advantages and disadvantages of early entry

When to Notify: When student identified as being at risk of retention
 Education or Other Legal Code: Education Code 48070.5
 Board Policy/Administrative Regulation #: See AR 5020, 5123
 Subject: Student at risk of retention

When to Notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health
 Education or Other Legal Code: Education Code 48213
 Board Policy/Administrative Regulation #: See AR 5112.2
 Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization
 Education or Other Legal Code: Education Code 48216, 17 CCR 6040
 Board Policy/Administrative Regulation #: See AR 5141.31
 Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When to Notify: When a student is classified as truant
 Education or Other Legal Code: Education Code 48260.5 Board Policy/Administrative Regulation #: See AR 5113.1
 Subject: Truancy, parent/guardian obligation, availability of alternative programs, right to a conference, availability of mental health and supportive services

When to Notify: When a truant is referred to a SARB or probation department
 Education or Other Legal Code: Education Code 48263
 Board Policy/Administrative Regulation #: See AR 5113.1
 Subject: Name and address of SARB or probation department and reason for referral

When/Whom to Notify: When student requests to voluntarily transfer to continuation school
 Education or Other Legal Code: Education Code 48432.3
 Board Policy/Administrative Regulation #: See AR 6184
 Subject: Copy of district policy and regulation on continuation education

When to Notify: Prior to involuntary transfer to continuation school
 Education or Other Legal Code: Education Code 48432.5
 Board Policy/Administrative Regulation #: See AR 6184
 Subject: Right to require meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin
 Education or Other Legal Code: Education Code 48853.5
 Board Policy/Administrative Regulation #: See AR 6173.1
 Subject: Basis for the placement recommendation

When to Notify: When a foster youth or an Indian child receives a suspension, expulsion, manifestation determination, or involuntary transfer
 Education or Other Legal Code: Education Code 48853.5
 Board Policy/Administrative Regulation #: See AR 6173.1, AR 6173.4
 Subject: Suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information to a foster youth's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, the child's county social worker

When to Notify: When student is removed from class and teacher requires parental attendance at school
 Education or Other Legal Code: Education Code 48900.1
 Board Policy/Administrative Regulation #: See AR 5144.1
 Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts
 Education or Other Legal Code: Education Code 48904
 Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student

Education or Other Legal Code: Education Code 48904.3

Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer

Education or Other Legal Code: Education Code 48906

Board Policy/Administrative Regulation #: See BP 5145.11

Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse

When to Notify: At time of suspension

Education or Other Legal Code: Education Code 48911

Board Policy/Administrative Regulation #: See BP 5144.1, AR 5144.1

Subject: Notice of suspension

When to Notify: When original period of suspension is extended

Education or Other Legal Code: Education Code 48911

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Extension of suspension

When to Notify: At the time a student is assigned to a supervised suspension classroom

Education or Other Legal Code: Education Code 48911.1

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension

Education or Other Legal Code: Education Code 48912

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Intent to hold a closed session re: suspension

When to Notify: When a student expelled from another district for certain acts seeks admission

Education or Other Legal Code: Education Code 48915.1, 48918

Board Policy/Administrative Regulation #: See BP 5119

Subject: Hearing regarding possible danger presented by expelled student

When to Notify: When readmission is denied

Education or Other Legal Code: Education Code 48916

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs

Education or Other Legal Code: Education Code 48916

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Readmission procedures

When to Notify: At least 10 calendar days before expulsion hearing

Education or Other Legal Code: Education Code 48918

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs

Education or Other Legal Code: Education Code 48918

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Decision to expel; right to appeal to County Board of Education; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school

Education or Other Legal Code: Education Code 48929, 48980

Board Policy/Administrative Regulation #: See BP 5116.2
 Subject: Right to request a meeting with principal or designee

When to Notify: One month before the scheduled minimum day
 Education or Other Legal Code: Education Code 48980
 Board Policy/Administrative Regulation #: See BP 6111
 Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site
 Education or Other Legal Code: Education Code 48987
 Board Policy/Administrative Regulation #: See AR 5141.4
 Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student in danger of failing a course
 Education or Other Legal Code: Education Code 49067
 Board Policy/Administrative Regulation #: See AR 5121
 Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school into the district
 Education or Other Legal Code: Education Code 49068
 Board Policy/Administrative Regulation #: See AR 5125
 Subject: Right to receive copy of student's record and a hearing to challenge content of student's records

When/Whom to Notify: When parent/guardian's challenge of student record is denied and parent/guardian appeals
 Education or Other Legal Code: Education Code 49070
 Board Policy/Administrative Regulation #: See AR 5125.3
 Subject: If Governing Board sustains allegations, the correction of destruction of record; if denied, right to submit written objection

When/Whom to Notify: When district is considering program to gather safety-related information from students' social media activity
 Education or Other Legal Code: Education Code 49073.6
 Board Policy/Administrative Regulation #: See BP 5125
 Subject: Opportunity for input on proposed program

When/Whom to Notify: When district adopts program to gather information from students' social media activity, and annually thereafter
 Education or Other Legal Code: Education Code 49073.6
 Board Policy/Administrative Regulation #: AR 5125
 Subject: Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify: Within 24 hours of release of information to a judge or probation officer
 Education or Other Legal Code: Education Code 49076
 Board Policy/Administrative Regulation #: See AR 5125
 Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to Notify: Before release of information pursuant to court order or subpoena
 Education or Other Legal Code: Education Code 49077
 Board Policy/Administrative Regulation #: See AR 5125
 Subject: Release of information pursuant to court order or subpoena

When to Notify: When screening results in suspicion that student has scoliosis
 Education or Other Legal Code: Education Code 49452.5
 Board Policy/Administrative Regulation #: See AR 5141.3
 Subject: Scoliosis screening

When to Notify: When test results in discovery of visual or hearing defects
 Education or Other Legal Code: Education Code 49456; 17 CCR 2951
 Board Policy/Administrative Regulation #: See AR 5141.3
 Subject: Vision or hearing test results

When to Notify: Annually to parents/guardians of student athletes
 Education or Other Legal Code: Education Code 49475
 Board Policy/Administrative Regulation #: See AR 6145.2
 Subject: Information on concussions and head injuries

When to Notify: Annually to parents/guardians of student athletes before their first practice or competition
 Education or Other Legal Code: Education Code 49476
 Board Policy/Administrative Regulation #: See AR 6145.2
 Subject: Opioid fact sheet

When/Whom to Notify: Within 30 days of foster youth, student experiencing homelessness, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or enrollment of newcomer student in grades 11-12
 Education or Other Legal Code: Education Code 51225.1, 51225.25
 Board Policy/Administrative Regulation #: See BP 6146.3
 Subject: Exemption from local graduation requirements, effect on college admission, option for fifth year of high school, transfer opportunities through California Community Colleges

When to Notify: When satisfactory educational progress in one or more independent study courses is not being made by student under 18
 Education or Other Legal Code: Education Code 51749.5
 Board Policy/Administrative Regulation #: See BP 6158
 Subject: Findings from evaluation to determine if it is in student's best interest to remain in independent study or whether student should be referred to an alternative program.

When to Notify: Before any test/survey questioning personal beliefs
 Education or Other Legal Code: Education Code 51513
 Board Policy/Administrative Regulation #: See AR 5022
 Subject: Permission for test, survey questioning personal beliefs

When to Notify: At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year
 Education or Other Legal Code: Education Code 51938
 Board Policy/Administrative Regulation #: See AR 6142.1
 Subject: Instruction in HIV prevention or sexual health by guest speaker or outside consultant

When to Notify: Prior to administering survey regarding health risks and behaviors to students in 7-12
 Education or Other Legal Code: Education Code 51938
 Board Policy/Administrative Regulation #: See AR 5022
 Subject: Notice that the survey will be administered

When to Notify: Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency
 Education or Other Legal Code: Education Code 52164.1, 52164.3, 5 CCR 11511.5
 Board Policy/Administrative Regulation #: See AR 6174
 Subject: Results of state test of English proficiency

When to Notify: When migrant education program is established
 Education or Other Legal Code: Education Code 54444.2
 Board Policy/Administrative Regulation #: See BP 6175, AR 6175
 Subject: Parent advisory council membership composition

When to Notify: When a licensed child care center has a building constructed before January 1, 2010 and has drinking water tested for lead
 Education or Other Legal Code: Health and Safety Code 1597.16
 Board Policy/Administrative Regulation #: See AR 5148
 Subject: The requirement to test the facility, and the results of the test

When to Notify: When an automated external defibrillator (AED) is placed in a school serving students in grades 6-12, at least annually notify students
 Education or Other Legal Code: Health and Safety Code 1797.196

Board Policy/Administrative Regulation #: See AR 6145.2 Athletic Competition
 Subject: The location of all AED units on campus

When/Whom to Notify: When district receives Tobacco-Use Prevention Education Funds
 Education or Other Legal Code: Health and Safety Code 104420
 Board Policy/Administrative Regulation #: See AR 3513.3
 Subject: The district's tobacco-free schools policy and enforcement procedures

When to Notify: When sharing student immunization information with an immunization system
 Education or Other Legal Code: Health and Safety Code 120440
 Board Policy/Administrative Regulation #: See AR 5125, BP 5141.31, AR 5141.32
 Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When/Whom to Notify: At least 14 days prior to sex offender coming on campus as volunteer
 Education or Other Legal Code: Penal Code 626.81
 Board Policy/Administrative Regulation #: See AR 1240, BP 1250
 Subject: Dates and times permission granted; obtaining information from law enforcement

When to Notify: When hearing is requested by person asked to leave school premises
 Education or Other Legal Code: Penal Code 627.5
 Board Policy/Administrative Regulation #: See AR 3515.2
 Subject: Notice of hearing

When/Whom to Notify: When responding to complaint re: discrimination, special education, or noncompliance with law
 Education or Other Legal Code: 5 CCR 4631
 Board Policy/Administrative Regulation #: See AR 1312.3
 Subject: Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When to Notify: Within 30 days of application for subsidized child care and development program or preschool services
 Education or Other Legal Code: 5 CCR 17782, 18094, 18118
 Board Policy/Administrative Regulation #: See AR 5148, AR 5148.3
 Subject: Policies re: Approval or denial of services

When to Notify: At least 14 days before change in service or other intended action, upon recertification or update of application for child care or preschool services
 Education or Other Legal Code: 5 CCR 17783, 18095, 18119
 Board Policy/Administrative Regulation #: See AR 5148, AR 5148.3
 Subject: Policies re: Any change in service, such as in fees, amount of service, termination of service

When to Notify: When payment of child care and development program fees is seven days late
 Education or Other Legal Code: 5 CCR 18114
 Board Policy/Administrative Regulation #: See AR 5148
 Subject: Policies re: Notice of delinquent fees

When to Notify: When district substantively changes policy on student privacy rights
 Education or Other Legal Code: 20 USC 1232h
 Board Policy/Administrative Regulation #: See AR 5022
 Subject: Notice of any substantive change in policy or regulation

When to Notify: For districts receiving Title I funds, when a child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught
 Education or Other Legal Code: 20 USC 6312
 Board Policy/Administrative Regulation #: See BP 4112.2
 Subject: Timely notice to parent/guardian of child's assignment

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners

Education or Other Legal Code: 20 USC 6312

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy

Education or Other Legal Code: 20 USC 6318

Board Policy/Administrative Regulation #: See AR 6020

Subject: Notice of policy

When to Notify: When district receives Impact Aid funds for students residing on Indian lands, to parents/guardians of Indian children

Education or Other Legal Code: 20 USC 7704; 34 CFR 222.94

Board Policy/Administrative Regulation #: See AR 3231

Subject: Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments

When to Notify: When household is selected for verification of eligibility for free or reduced-price meals

Education or Other Legal Code: 42 USC 1758, 7 CFR 245.6a

Board Policy/Administrative Regulation #: See AR 3553

Subject: Need to submit verification information; any subsequent change in benefits; appeals

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or Other Legal Code: 34 CFR 99.34

Board Policy/Administrative Regulation #: See AR 5125

Subject: Right to receive records and an opportunity for hearing upon request

When to Notify: When student complains of sexual harassment

Education or Other Legal Code: 34 CFR 106.44, 106.45

Board Policy/Administrative Regulation #: See AR 5145.7

Subject: Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable

When to Notify: When district receives federal funding assistance for nutrition program

Education or Other Legal Code: USDA FNS Instruction 113-1

Board Policy/Administrative Regulation #: See BP 3555

Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

When to Notify: When advised by legal counsel

Education or Other Legal Code: Mahmoud v. Taylor (2025)

Board Policy/Administrative Regulation #: See AR 5020, BP/AR 6141.2, AR 6142.8, BP 6143

Subject: Right to opt out of instructional content that substantially interferes with religious development; opt out form if applicable

IV. Special Education Notices

When to Notify: Prior to conducting initial evaluation

Education or Other Legal Code: Education Code 56301, 56321, 56321.5, 56321.6, 56329, 20 USC 1415 (d), 34 CFR 300.502, 300.503

Board Policy/Administrative Regulation #: See BP 6159.1, AR 6159.1, AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards

When/Whom to Notify: Before functional behavioral assessment begins

Education or Other Legal Code: Education Code 56321

Board Policy/Administrative Regulation #: See AR 6159

Subject: Notification and consent

When to Notify: 24 hours before IEP when district intending to record

Education or Other Legal Code: Education Code 56341.1

Board Policy/Administrative Regulation #: See AR 6159

Subject: Intention to audio-record IEP meeting

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or Other Legal Code: Education Code 56341.5, 34 CFR 300.322

Board Policy/Administrative Regulation #: See AR 6159

Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

When to Notify: When parent/guardian orally requests review of IEP

Education or Other Legal Code: Education Code 56343.5

Board Policy/Administrative Regulation #: See AR 6159

Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage

Education or Other Legal Code: Education Code 56521.1

Board Policy/Administrative Regulation #: See AR 6159.4

Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services

Education or Other Legal Code: 20 USC 1415(c), 34 CFR 300.300, 300.503

Board Policy/Administrative Regulation #: See AR 6159, AR 6159.1

Subject: Prior written notice

When/Whom to Notify: Upon filing of state complaint

Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504

Board Policy/Administrative Regulation #: See AR 6159.1

Subject: Procedural safeguards notice

When/Whom to Notify: When disciplinary measures are taken or a change in placement

Education or Other Legal Code: 20 USC 1415(k), 34 CFR 300.530

Board Policy/Administrative Regulation #: See AR 5144.2

Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing

Education or Other Legal Code: 20 USC 1415(k), 34 CFR 300.508

Board Policy/Administrative Regulation #: See AR 6159.1

Subject: Child's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504

Education or Other Legal Code: 34 CFR 104.32, 104.36

Board Policy/Administrative Regulation #: See AR 6164.6

Subject: District responsibilities, district actions, procedural safeguards

V. Building, Classroom, and Other Notices to Be Posted

Where to Post: In each bathroom and locker room at each school site

Education or Other Legal Code: Education Code 231.6

Board Policy/Administrative Regulation #: See AR 5145.7

Subject: Poster that notifies students of the applicable written policy on sexual harassment required by Education Code 231.5

Where to Post: In all district schools and offices, including staff lounges and student government meeting rooms

Education or Other Legal Code: Education Code 234.1

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Uniform complaint procedures Board policy and administrative regulation

Where to Post: In district administrative buildings

Education or Other Legal Code: Education Code 234.7

Board Policy/Administrative Regulation #: BP 1445

Subject: Information relating to, "The Immigration-Enforcement Actions at California Schools Guide for Students and

Families," also known as, "Know Your Educational Rights," developed by the Attorney General; post in every language that the Attorney General provides and update the school year following any updates published by the Attorney General

Where to Post: In each classroom used for license exempt California State Preschool Program
 Education or Other Legal Code: Education Code 8212
 Board Policy/Administrative Regulation #: See AR/E 1312.3
 Subject: Health and safety requirements for preschool programs; where to get complaint form

Where to Post : In each classroom in each school
 Education or Other Legal Code: Education Code 35186
 Board Policy/Administrative Regulation #: See AR/E 1312.4
 Subject: Complaints subject to Williams uniform complaint procedures

Where to Post: On or Before July 1, 2026, in a prominent and conspicuous location outside at least one all-gender restroom
 Education or Other Legal Code: Education Code 35292.5
 Board Policy/Administrative Regulation #: See AR 3517, AR 5145.3
 Subject: Signage identifying the bathroom facility as being open to all genders and in conformity with 24 CCR 11B-703, is available during school hours and school functions when students are present, designated point of contact

Where to Post: In any school serving any of grades 3-12, in a prominent and conspicuous location in every restroom required to stock menstrual products,
 Education or Other Legal Code: Education Code 35292.6
 Board Policy/Administrative Regulation #: See AR 3517
 Subject: Requirement to stock and make available free of cost an adequate supply of menstrual products that includes email address and telephone number for a designated individual responsible for maintaining requisite supply of menstrual products

Where to Post: Prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by students at each school site
 Education or Other Legal Code: Education Code 49428.5
 Board Policy/Administrative Regulation #: See BP 5141.5
 Subject: Distribution of digitized mental health poster online

Where to Post: In at least two places normally visible to students, teachers, and visiting parents/guardians in each attendance unit for the entire month of May, annually
 Education or Other Legal Code: Education Code 58501
 Board Policy/Administrative Regulation #: See AR 6181
 Subject: Alternative schools

Where to Post: In a licensed child care and development center at a location accessible to parents/guardians
 Education or Other Legal Code: Health and Safety Code 1596.857
 Board Policy/Administrative Regulation #: See AR 5148
 Subject: Parent/guardian right to inspect, prohibition against retaliation, right to file complaint; registered sex offender database available to public; review licensing reports of facility visits and substantiated complaints against facility

Where to Post: In a prominent, publicly accessible location in the child care and development facility
 Education or Other Legal Code: Health and Safety Code 1596.8555
 Board Policy/Administrative Regulation #: See AR 5148
 Subject: Child care license

Where to Post: In a prominent location adjacent to child care and development program license at facility
 Education or Other Legal Code: Welfare and institutions Code 10228
 Board Policy/Administrative Regulation #: See AR 5148
 Subject: Rates, discounts, or scholarship policies

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY 2026-2027 VALLEY REGIONAL
OCCUPATIONAL PROGRAM (VROP) TEACHER
SERVICE AGREEMENTS (TSA) D. WOLFF**

ATTACHMENTS: **TEACHER SERVICE AGREEMENT**

FUNDING SOURCE: **PROPOSITION 28**

DISCUSSION: The Director of College and Career requests ratification of the VROP TSA for the 2026–2027 school year. This will ensure the Career Technical Education (CTE) Pathway: Dance and Choreography position at Orosi High School is funded through Proposition 28.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Lisa Castillo, Director of College &
Career*

BOARD GOAL:



1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

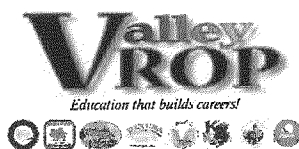
RECOMMENDATION:

**The Superintendent recommends the Board ratify the
2026-2027 VROP Teacher Service Agreement.**

PROPOSED ACTION:

RATIFY

Item #: 25



Teacher Services Agreement between
Valley ROP and Cutler Orosi USD
 Financial Detail – 2026-2027

Valley ROP will provide the services of:

Wolff, Danielle

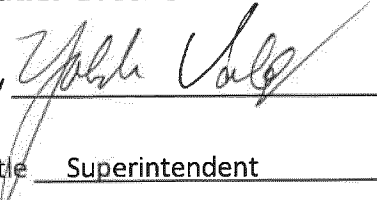
- **Sector:** Arts, Media and Entertainment
- **Pathway:** Performing Arts - Dance
- **Site:** Orosi High School and El Monte Middle School
- **Assignment:** Full Time

for the 2026-2027 school year. The assignment, as requested, is for **185 days** and **7.00 hours per day**. Valley ROP will submit an itemized invoice to the District monthly. The invoices will be sent to the District beginning September 1st. The District will submit a Purchase Order to Valley ROP by July 30 for the following expenses for instructional services. Please refer to the attached spreadsheet for the appropriate account codes.

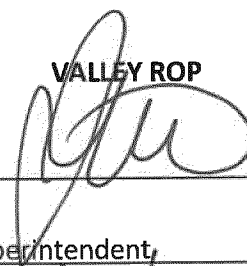
The district will reimburse Valley ROP in the following amount:

Salary and Benefits totaling	\$95,861.42
7% Personnel Oversight:	\$0
Total:	\$95,861.42

Cutler Orosi USD

By 
 Title Superintendent
 Date _____

VALLEY ROP

By 
 Title Superintendent
 Date 8/12/2026



Teacher Services Agreement between

Valley ROP and Cutler Orosi USD

Financial Detail – 2026-2027

Valley ROP will provide the services of:

Wolff, Danielle

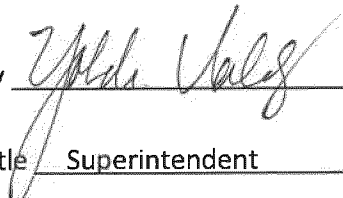
- **Sector:** Arts, Media and Entertainment
- **Pathway:** Performing Arts - Dance
- **Site:** Orosi High School and El Monte Middle School
- **Assignment:** Career Sector Specialist - Fall

for the 2026-2027 school year. The assignment, as requested, is for a **Career Sector Specialist – Spring**. Valley ROP will submit an itemized invoice to the District in January. The invoice will be sent to the District beginning in January. The District will submit a Purchase Order to Valley ROP by July 30 for the following expenses for services. Please refer to the attached spreadsheet for the appropriate account codes.

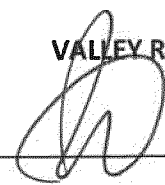
The district will reimburse Valley ROP in the following amount:

Career Sector Specialist - Fall	\$3,658.80
7% Personnel Oversight:	\$0
Total:	\$3,658.80

Cutler Orosi USD

By 
 Title Superintendent
 Date _____

VALLEY ROP

By 
 Title Superintendent
 Date 8/12/2026



Teacher Services Agreement between
Valley ROP and Cutler Orosi USD
Financial Detail – 2026-2027

Valley ROP will provide the services of:

Wolff, Danielle

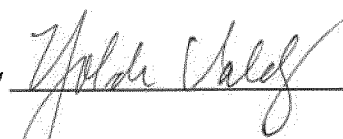
- **Sector:** Arts, Media and Entertainment
- **Pathway:** Performing Arts - Dance
- **Site:** Orosi High School and El Monte Middle School
- **Assignment:** Career Sector Specialist - Spring

for the 2026-2027 school year. The assignment, as requested, is for a **Career Sector Specialist – Spring**. Valley ROP will submit an itemized invoice to the District in June. The invoice will be sent to the District beginning in June. The District will submit a Purchase Order to Valley ROP by July 30 for the following expenses for services. Please refer to the attached spreadsheet for the appropriate account codes.

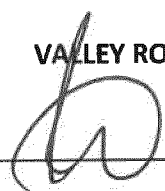
The district will reimburse Valley ROP in the following amount:

Career Sector Specialist - Spring	\$3,658.80
7% Personnel Oversight:	\$0
Total:	\$3,658.80

Cutler Orosi USD

By 
 Title Superintendent
 Date _____

VALLEY ROP

By 
 Title Superintendent
 Date 8/12/2026

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED ADMINISTRATIVE REGULATION (AR) 6155: CHALLENGING COURSE BY EXAMINATION**

ATTACHMENTS: **ADMINISTRATIVE REGULATION 6155: CHALLENGING COURSE BY EXAMINATION**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Administrative Regulation 6155: Challenging Course By Examination has been updated to remove the statement that a student may challenge only one course per semester. In addition, language has been added to the regulation to state that the physical education requirement may not be challenged.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Lisa Castillo, Director of College & Career

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the updated AR 6155: Challenging Course By Examination.

PROPOSED ACTION:

APPROVE

Item #: 26

Regulation 6155: Challenging Courses By Examination

Status: DRAFT

Original Adopted Date: 12/14/2006 | **Last Reviewed Date:** 12/14/2006

Petition to Challenge Course

One month prior to the end of the current trimester, currently enrolled students interested in challenging a course shall file a petition form with their counselor. Entering ninth-grade students and new enrollees shall file a petition and take the examination within two weeks of the time of initial entry to high school classes.

The counselor shall inform the course instructor of the student's intent to challenge the course. The student shall be allowed to challenge the course by examination if his/her petition is signed by the counselor, department chair and parent/guardian. The student's petition shall include, but not be limited to, the following:

1. Grades in courses of the subject area of the challenge
2. Recommendations from the teacher
3. Substitute courses to be taken by the student
4. Student's rationale or reasons for challenging a specific course

The challenge examination may be offered when the course is part of a sequence of courses normally taken in specific order or when the course is normally required for entry into another course.

1. During their enrollment in high school, students may challenge no more than four courses which meet graduation requirements. While successful challenge will exempt a student from those specific courses required for graduation, the student is still responsible for the total units required for graduation.
2. A student may challenge a particular course only once.
3. This may be a course in which the student is enrolled or any other approved course offering.
4. A student may not attempt credit for a course below his/her ability or grade placement.
5. The physical education requirement may not be challenged.

Test Content and Administration

The principal and department chairpersons shall collaborate with teachers in the development of appropriate districtwide testing procedures and materials for the classes that may be challenged within each department. Departmentally-developed performance objectives shall determine the content and the type of evaluation to be used. The examination may be written, oral, by demonstration or any combination thereof.

1. The type of test administered shall depend on the course outline. The department chairperson or designee shall supervise the administration and evaluation of tests pertaining to the department.
 2. The student must earn an A or B to receive credit for challenging a course by examination. The transcript shall reflect that the grade was earned by challenge.
-

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY K-12 STRONG WORKFORCE PROGRAM (SWP) DATA SHARING MEMORANDUM OF UNDERSTANDING (MOU) WITH THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CCCCO)**

ATTACHMENTS: **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE (CCCCO) MOU**

FUNDING SOURCE: **N/A**

DISCUSSION: The Director of College and Career requests ratification of the K-12 SWP Data Sharing MOU with the California Community Colleges Chancellor's Office (CCCCO) to fulfill data reporting obligations required of all local educational agencies submitting applications for K-12 SWP funding rounds. This funding supports career pathway and academy sustainability, facilitating program coordination and alignment with work-based learning experiences for students in career exploration, workforce readiness, skills certification, education, job shadowing, training, and/or employment.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Lisa Castillo, Director of College & Career*

BOARD GOAL:

☒	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☒	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board ratify the K-12 SWP Data Sharing MOU with CCCCCO.**

PROPOSED ACTION: **RATIFY**

Item #: 27



K12 Strong Workforce Program

Data Sharing

Memorandum of Understanding

This data sharing Memorandum of Understanding ("MOU") is entered into by the California Community Colleges Chancellor's Office ("Chancellor's Office") and

(referred to below as the "Entity"). This MOU shall be referred to as the "K12 Strong Workforce Program Data Sharing MOU."

I. PURPOSE

The purpose of this MOU is to document the terms and conditions under which the ENTITY agrees to release confidential student data to the Chancellor's Office for the purposes of:

1. Carrying out the responsibilities and advancing the purposes set forth in the California Strong Workforce Program ("SWP"), Education Code section 88821 et. seq.;
2. Fulfilling data reporting obligations set forth in SWP legislation, including without limitation Education Code section 88828;
3. Complying with the terms of SWP grant award(s);
4. Collecting, maintaining, and reporting data to facilitate program coordination and alignment with other workforce training, education, and employment services and operate in compliance with the California Strategic Workforce Development Plan and the federal Workforce Innovation and Opportunity Act, including audits and evaluations of such state and federally funded education programs.

II. FERPA COMPLIANCE

Chancellor's Office is authorized to receive the data elements listed in this MOU under the following the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99) ("FERPA") exceptions:

- A. Chancellor's Office is considered a Contractor by Entity in collecting, maintaining and reporting Entity's data pursuant to 34 CFR §§ 99.31(a)(1) and 99.7(a)(3)(iii).]
- B. Chancellor's Office is designated as the "Authorized Representative" of Entity for purposes of collecting, maintaining and reporting Entity's data audit or evaluate a Federal or State supported education program or comply with federal requirements of such programs. 34 CFR §§ 99.31(a)(3) and 99.35

III. SCOPE OF WORK

- A. The state allocates funds to the Chancellor's Office to administer the Request for Applications (RFA) and related awards to local education agencies for the K12 Strong Workforce Program (SWP) to create, support, and/or expand high-quality CTE at the K-12 level (Education Code, Section 88827). The Chancellor's Office collects data as a Contractor of the local education agencies relating to the SWP to advance the objectives of SWP, including without limitation, supporting collaboration across education systems and supporting the development and implementation of high-quality, equity driven K-14 career technical education course sequences, programs, and pathways.
- B. The Scope of Data Sharing is detailed in the table below.

File Name	Description
SENR	Student Enrollment
SINF	Student Information (demographics, etc.)
STAS	Student Absence Summary
SPRG	Student Programs
CRSC	Course Completion
SCSC	Student Course Completion
SCTE	Student Career Technical Education
SELA	Student English Language Acquisition
SDIS	Student Discipline File
SINC	Student Incident
SIRS	Student Incident
SOFF	Student Offense
PSTS	Post-Secondary Status

IV. DEFINITIONS

The following definitions apply for the purposes of this MOU:

- C. **"Project(s)"** means the collection of Data by the Chancellor's Office as a contractor of Entity to comply with the SWP legislation or related grant(s) and/or as the authorized representative of Entity to maintain datasets for an audit or evaluation of a federal or state supported education programs or to enforce or comply with federal legal requirements that relate to those programs as described in sections I through III.
- D. **"Authorized Personnel"** means those persons employed by the Chancellor's Office and Chancellor's Office contractors who have a legitimate educational interest and must have access to the Entity's data in order to perform their official duties in connection with the use of data authorized by this MOU in sections I through III.
- E. **"Confidential Data"** means information maintained by state agencies that is exempt from disclosure under the provisions of the California Public Records Act (Government Code Section 7920.100 et seq.) or other applicable state or federal laws, whether or not marked "confidential," "proprietary," "privileged" or with similar markings. Confidential Data includes Personally Identifiable Information as defined in subsection (E) and any derivation, aggregation, alteration, modification, or compilation thereof except for De-identified data.
- F. **"Contractor"** For the purposes of this DPA and pursuant to FERPA 34 CFR § 99.31(b), a Contractor is authorized by the Entity to (1) Perform an institutional service or function for which the agency or institution would otherwise use employees, including without limitation maintaining and reporting Entity data; (2) Is under the direct control of Entity with respect to the use and maintenance of the SWP data elements as exercised through this MOU, the SWP legislation and the Entity's election to participate in the SWP grant; and (3) Is subject to FERPA 34 CFR § 99.33(a) governing the use and re-disclosure of personally identifiable information from educational records.
- G. **"Data"** or **"data"** is a representation of information, facts, concepts, or instructions in a formalized manner suitable for communication, interpretation, or processing by humans or by automated means, whether confidential or publicly available.

- H. **"Personally Identifiable Information (PII)"** is any information or data about an individual maintained by an agency that identifies or describes an individual, including but not limited to (1) any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name or biometric records; and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial and employment information.
- I. **"De-identified"** means information or data that is no longer personally identifiable; personal information has been removed.
- J. **"Breach"** means the acquisition, access, use, or disclosure of Confidential Data, including PII, in a manner not permitted under this MOU, FERPA, California Education Code, California Information Practices Act, or other applicable federal or state law which compromises the security or privacy of PII.
- K. **"Contact Person"** means the person(s) designated in section IV.

V. CHANCELLOR'S OFFICE RESPONSIBILITIES

- A. *Data Security.* The Chancellor's Office shall use, disclose, manage and protect the Confidential Data, including PII, received in accordance with the MOU, the Chancellor's Office Data Security Policies, and all applicable federal and state laws. The Confidential Data shall not be used for personal or private gain or profit and may only be used for the Project(s) identified in sections I through III of this MOU.
- B. *Indemnification.* Each Party shall defend, indemnify, and hold the other Party harmless from any and all claims arising out of or in connection with their respective actions or inactions under this MOU, including without limitation, acts or omission in the receipt, transfer, disclosure, re-disclosure, security, use or handling of Confidential Data, including PII.
- C. *Redisclosure of Received Data.* Chancellor's Office may redisclose Data or Confidential Data, including PII, received under this MOU as long as the redisclosure is for the Project purpose and is subject to a written agreement with confidentiality terms applicable federal and state laws.

- D. *Publications.* The Chancellor's Office shall not include in any final report data that may lead to the disclosure of Confidential Data, including PII, when combined with other available data sets. In cases where the Chancellor's Office believes the release of data may lead to the disclosure of Confidential Data, including PII, it shall merge the data into a larger data set.
- E. The Chancellor's Office shall comply with this MOU and the Scope of Data Sharing for the use, transmission, destruction, and the security of any data received under this MOU.
- F. The Chancellor's Office will not, under any circumstances, identify any person, household or family, nor contact any individuals reflected in the data, unless otherwise required by law.
- G. The Chancellor's Office will designate a contact person to be responsible to act in a liaison capacity throughout the term of this MOU. The Chancellor's Office will immediately notify the Entity in writing of any change to this designation. The Chancellor's Office liaison is:

John Hetts

Executive Vice Chancellor
 California Community Colleges Chancellor's Office
 1102 Q Street, 6th Floor Sacramento, CA 95811
 Email: datavista@cccco.edu

- H. The Chancellor's Office will designate a contact person to be responsible for oversight and supervision of the security and confidentiality of the data. The Chancellor's Office will immediately notify the Entity in writing of any change to this designation. The Chancellor's Office contact person is:

Tadeh Houspian

Information Security Officer
 Digital Innovation and Infrastructure Division
 1102 Q Street, 6th Floor
 Sacramento, CA 95811
 (916) 324-8902
 Email: iso@cccco.edu

- I. All Chancellor's Office staff, authorized personnel, or its designees handling or having access to the data must sign a non-disclosure agreement before having access to any Confidential Data.

VI. ENTITY RESPONSIBILITIES

- A. The Entity will securely transfer a data set using a Chancellor's Office provided secure tool to the Chancellor's Office solely for the purposes identified, and as authorized, by the terms of this MOU.
- B. The Entity will designate a contact person to be responsible to act in a liaison capacity throughout the term of this MOU.

The Entity will immediately notify all parties in writing of a change in designation. The contact person is:

NAME:

PHONE:

EMAIL:

- C. Entity will designate a contact person to be responsible for oversight and supervision of the security and confidentiality of the data throughout the term of this MOU. The Entity will immediately notify all parties in writing of a change in designation. The contact person is:

NAME:

PHONE:

EMAIL:

- D. Entity shall comply with this MOU and the Scope of Data Sharing for the transmission and the security of any data transmitted under this MOU.
- E. Entity shall include the Chancellor's Office and/or this MOU as within Entity's criteria for determining who constitutes a School Official or Contractor and what constitutes a legitimate educational interest in its annual notification of rights.

VII. TERM

This MOU is effective when signed by all parties and remains in effect while the Entity remains a grantee under the K12 SWP, unless terminated by either party pursuant to Section IX.B. of this MOU.

VIII. OWNERSHIP

At all times, the Entity's data that has been provided to the Chancellor's Office pursuant to this MOU, is the property of the Entity. The Chancellor's Office has no property interest or ownership claim in the Entity data.

IX. GENERAL PROVISIONS

- A. **Amendment and Assignment:** This MOU may be amended at any time by mutual agreement of the Chancellor's Office and the Entity in writing and signed by each party. The appointment of Entity as the Chancellor's Office authorized representative may not be assigned or otherwise transferred to another entity.
- B. **Termination:** This MOU may be terminated by either party without cause by written notice. All data released as part of this MOU will be immediately destroyed once all statutory requirements of the K12 SWP have been met or are no longer in force. In the event of a written notice of termination of this MOU, both Parties shall abide by all legal obligations stated in this MOU or as required by federal and state law for the protection of confidentiality.
- C. **Dispute Resolution Process:** If a genuine dispute arises between the parties, the resolution process outlined below must be followed.
 - 1. If the dispute cannot be resolved informally, the dissatisfied party may request dispute resolution by directing the dispute, in writing, to the other party's supervisor. The grievance must state the disputed issues and the relative positions of the parties. The supervisor shall render a written decision within ten (10) working days after receipt of the written grievance from the dissatisfied party. Should the dissatisfied party disagree with the written response that party may appeal in writing to the appropriate superior of the supervisor making the initial determination. The decision on the appeal shall be in writing and shall be final.
 - 2. For disputes regarding the disclosure by the Chancellor's Office of Confidential Data, including PII, provided by the Entity under this MOU, a written request by the Entity's Contact Person to halt or change the use of the data shall be sufficient to halt or change the use of the data as identified in the request.

3. During the dispute process, the Entity will comply with the written request of the Chancellor's Office regarding the use of the data.

X. ENTIRE AGREEMENT

This MOU, including its Attachments, constitutes the entire agreement between the Chancellor's Office and the Entity regarding this matter. Any prior agreements or any oral representations between the parties concerning the subject matter of this MOU shall be of no force or effect.

The invalidity in whole or in part of any provisions of this MOU shall not void or affect the validity of any other provisions of this MOU.

XI. GOVERNING LAW AND VENUE

This MOU is made and entered into in the County of Sacramento, State of California. The rights and obligations of the parties and the interpretation and performance of this MOU shall be governed by the laws of the State of California, excluding any statute that directs application of the laws of another jurisdiction. Each party hereby agrees that any action which, in whole or in part, in any way arises under this MOU shall be brought in the State of California, Sacramento County Superior Court, or the United States District Court, Eastern District of California.

XII. EXECUTION

Each of the persons signing this MOU represents that he or she has authority to sign on behalf of and to bind such party.

In witness whereof, the California Community Colleges Chancellor's Office and the Entity have executed this MOU as of the date of the signatures below.

ENTITY NAME

Signature: _____

Date: _____

NAME:

Yolanda Valdez

TITLE:

Superintendent

EMAIL:

yovaldez@cojUSD.org

California Community Colleges Chancellor's Office

Signature: _____

Date: _____

John Hetts

Executive Vice Chancellor

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF) FRESNO PUBLIC SERVICE AGREEMENT BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND OFFICE OF HEALTH CAREER PATHWAYS AT CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT (COJUSD)**

ATTACHMENTS: **PUBLIC SERVICE AGREEMENT**

FUNDING SOURCE: **K-16 RAICES (ROOTS) IN THE SAN JOAQUIN VALLEY (SJV)**

DISCUSSION: The Director of College and Career requests approval of the UCSF Fresno Public Service Agreement between The Regents of the University of California, and the Office of Health Career Pathways at COJUSD. This agreement strengthens support systems for staff and students to expand the health industry workforce pipeline by providing professional learning, industry engagement, and networking opportunities that enhance local, regional, and statewide work-based learning opportunities and experiences for students.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Lisa Castillo, Director of College & Career*

BOARD GOAL:

☒	1. Achieve academic Excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☒	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board ratify the UCSF Fresno Public Service Agreement between The Regents of the University of California and Office of Health Career Pathways at COJUSD.**

PROPOSED ACTION: **RATIFY**

Item #: 28

PUBLIC SERVICE AGREEMENT

BETWEEN

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND

OFFICE OF HEALTH CAREER PATHWAYS

AT:

CUTLER/OROSI JOINT UNIFIED SCHOOL DISTRICT

This AGREEMENT, made on July 1, 2026 by and between the following school districts:

Cutler/Orosi Joint Unified School District, and The Regents of the University of California, a California corporation, on behalf of the UCSF School of Medicine's teaching program in UCSF California (collectively "UCSF").

WITNESSETH

WHEREAS, UCSF is a non-profit, public institution of higher education whose mission is education, research and public service including the providing of health pathway services that together with Cutler/Orosi Joint Unified School District, will strengthen systems of support for staff and students to ultimately impact the “health industry” workforce pipeline including, but not limited to, professional learning, industry engagement, and network opportunities to improve or increase partnerships and collaborations within the local community, regional and state wide industry and post-secondary institutions to support work based learning opportunities and experiences.

WHEREAS, Cutler/Orosi Joint Unified School District, are schools where students participate in the programs, and require UCSF staff to coordinate contracted services noted within Exhibit A for students enrolled in the Academy of Health Sciences programming at Orosi High School.

WHEREAS, UCSF has experienced staff to provide the above listed services at the following sites: Cutler/Orosi Joint Unified School District, which seeks to increase said specialized services within the health industry and extend network to better serve students.

NOW, THEREFORE, in consideration of the mutual covenants and obligations assumed by the parties hereto, it is agreed as follows:

1. UCSF, pursuant to the provisions of this Agreement, agrees to coordinate the services described in **Exhibit A**, attached hereto and incorporated by reference herein. The responsibilities of UCSF Staff are described in **Exhibit B**. The

services shall be provided during the Performance Period as defined in Article 3, unless sooner terminated or extended as herein provided.

2. The term of this agreement shall commence July 1, 2026 and terminate on June 30, 2027.
3. As full and complete compensation for UCSF's services and for the discharge of all UCSF's obligations hereunder, Cutler/Orosi Joint Unified School District, shall pay UCSF according to [Article 4.1](#).

Article

4.1 Cutler/Orosi Joint Unified School District shall pay for services outlined in **Exhibit A**.

- School district to be invoiced in two periods as outlined in **Exhibit A**.
 - Payments will be sent to UCSF within 30 days of receipt of the invoice along with the report.
- School district is responsible for support of programs as outlined in **Exhibit C**.
- School district is responsible for maintaining their internal budget for expenses not covered in the agreement.
 - Should the district like to obtain additional services, a separate contract and/or addendum will be initiated.

4.2 Funding from the school district is for the support of the program and expended at the discretion of UCSF.

4.3 UCSF fee for service model shall remain until the university advises of a change.

Payment

School district will submit payment to UCSF within 30 days after receipt of each invoice.

- **Payment 1**
 - Timeline: July 1 - December 31, 2026
 - Deliverable: A Mid-year report of all activities will be provided to invoice for 50% of contract amount.
- **Payment 2**
 - Timeline: January 1 - June 30, 2027
 - Deliverable: An End of-Year report of all activities will be provided to invoice for 50% of contract amount.

Payment will be sent to:

UCSF Controller's Office

1855 Folsom Street, MCB 428, Box 0897

San Francisco, CA 94143-0897

Indemnification:

5.1 Cutler/Orosi Joint Unified School District shall defend, indemnify and hold UCSF, its officers, employees and agents harmless from and against all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Cutler/Orosi Joint Unified School District, its officers, agents, or employees.

5.2 UCSF shall defend, indemnify and hold Cutler/Orosi Joint Unified School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of UCSF, its officers, agents, or employees.

Insurance

6.1 Cutler/Orosi Joint Unified School District, at its sole cost and expense, shall insure its activities in connection with the Agreement and obtain, keep in force and maintain insurance either through purchase or by maintaining programs of self- insurance as follows:

- **6.1.1** Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

a) Each Occurrence	\$500,000
b) Products Completed Operations Aggregate	\$2,000,000
c) Personal and Advertising Injury	\$1,000,000
d) General Aggregate	\$2,000,000

Cutler/Orosi Joint Unified School District, agrees to keep in force its' \$3 million dollars in floating excess liability coverage that can be applied annually to each of the four general liability categories above. This coverage enables Cutler/Orosi Joint Unified School District, to meet the \$5 million dollar minimum aggregate limits with the combination of the basic general liability and excess liability coverages. The \$3 million excess liability coverage is renewed annually without being reduced for any payouts that occurred in a prior year.

However, if such insurance is written on a claims-made form, following termination of this Agreement, coverage shall survive for a period of not less than three years. Coverage shall provide for a retroactive date of placement coinciding with the effective date of this Agreement.

- **6.1.2** Such other insurance in such amounts that from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance. It should be expressly understood, however, that the coverage herein shall not in any way limit the liability of Cutler/Orosi Joint Unified School District. The coverage's referred to under (6.1.1) and (6.1.2) of this section shall be endorsed to include UCSF as an additional insured. Such a provision, however, shall only apply in proportion to and to the extent of the negligent acts or omissions of Cutler/Orosi Joint Unified School District, its officers, agents, employees, or any person or persons under Cutler/Orosi Joint Unified School District direct supervision or control. Cutler/Orosi Joint Unified School District upon execution of this Agreement, shall furnish UCSF with Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to UCSF of a modification, change or cancellation of any of the above insurance coverage.

6.2 UCSF, at its sole cost and expense, shall insure its activities in connection with the Agreement by maintaining a program of self- insurance as follows:

6.2.1 Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

a) Each Occurrence	\$500,000
b) Products Completed Operations Aggregate	\$5,000,000
c) Personal and Advertising Injury	\$1,000,000
d) General Aggregate	\$5,000,000

However, if such insurance is written on a claims-made form, following termination of this Agreement, coverage shall survive for a period of not less than three years. Coverage shall provide for a retroactive date of placement coinciding with the effective date of this Agreement.

6.2.2 Professional Medical and Hospital Liability Insurance with limits as follows:

a) Each Occurrence	\$2,000,000
b) General Aggregate i) Bodily injury ii) Damaged property	\$5,000,000

6.2.3 Workers' compensation and Employers Liability Insurance in a form and amount covering UCSF's full liability under the Workers' Compensation Insurance and Safety Act of the State of California and amended from time to time.

6.2.4 Such other insurance in such amounts that from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance.

It should be expressly understood, however, that the coverage herein shall not in any way limit the liability of UCSF. The coverage referred to under (6.2.1), (6.2.2), (6.2.3), and (6.2.4) of this section shall be endorsed to include Cutler/Orosi Joint Unified School District, as an additional insured. Such a provision, however, shall only apply in

proportion to and to the extent of the negligent acts or omissions of UCSF, its officers, agents, employees, or any person or persons under UCSF's direct supervision or control.

UCSF, upon execution of this Agreement shall furnish Cutler/Orosi Joint Unified School District with Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to Cutler/Orosi Joint Unified School District of a modification, change or cancellation of any of the above insurance coverage.

7.1 Notices: Any notices to Cutler/Orosi Joint Unified School District or communications hereunder shall be in writing, addressed as follows:

- To: **Cutler/Orosi Joint Unified School District, % Lisa Castillo,**
12623 Ave 416, Orosi, CA 93647
- To: **UCSF, % Catherine Lagarde:**
Office of Sponsored Research
490 Illinois Street, 4th Floor| Campus Box 0962, San Francisco, CA 94143

8.1 Invoicing: UCSF charges districts on a fee for services model. The services rendered are in accordance with the Scope of Work in Exhibit A, and upon receipt and of invoices, Districts agree to payment of said services within 30 days.

9.1 Use of Name: Neither party will use the name of the other party or its employee(s) in any advertisement, press release, or other publicity with the prior written approval of the other party. Cutler/Orosi Joint Unified School District understands that the California Education Code section 92000 provides that the name "The Regents of the University of California" is the property of the University of California, and that no person shall use that name without permission of The Regents of the University of California. The Chancellor or his/her designee may only grant such permission. UCSF shall have the right to acknowledge Cutler/Orosi Joint Unified School District in support of the work

performed under this agreement in scientific publications and other scientific communications.

10.1 Governing Law and Venue: This Agreement has been negotiated, executed and delivered in the State of California. The parties hereto agree that all questions pertaining to the validity and interpretation of this Agreement shall be determined in accordance with the laws of the State of California. The venue for any judicial proceeding brought by either party with regard to any provision of or obligation arising under this Agreement shall be in San Francisco, California.

11.1 Termination: Either party may terminate this Agreement at any time for any reason upon thirty (30) days' prior written notice. Upon receipt of such notice of termination, UCSF shall limit or terminate any outstanding financial commitments for which Cutler/Orosi Joint Unified School District, is to be liable, to the maximum extent permitted by law and University policies. Cutler/Orosi Joint Unified School District shall reimburse UCSF for all costs incurred by it pursuant to the terms of this Agreement.

- **11.1.2** In the event that either party shall be in default of any of its obligations under this Agreement and shall fail to remedy such default within twenty (20) days after written notice thereof, the party not in default shall have the option of terminating this Agreement by giving written notice of termination with an immediate effect to the defaulting party.
- **11.1.3** Termination of the Agreement shall not affect the rights and obligations of the parties accrued prior to termination.

12.1 Arbitration: At the request of either party, any controversy or claim arising out of or relating to any provision of this Agreement or any breach thereof, shall be settled by arbitration conducted in San Francisco, California in accordance with the Rules of the American Arbitration Association.' Judgment upon the award rendered by the Arbitrator(s) shall be binding on the parties and may be entered by either party in any court or forum, state or federal, having jurisdiction.

13.1 Parties Bound: This Agreement, including the indemnification provisions, shall be binding upon and inure to the benefit of the parties hereto, their respective successors, assigns, legal representatives and heirs. This Agreement shall not be assignable by either party without the prior written consent of the other party.

14.1 No Oral Modification: No change, modification, extension, termination or waiver of this Agreement, or any of the provisions herein contained, shall be valid unless made in writing and signed by duly authorized representatives of the parties hereto.

15.1 Section Headings: The section headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

16.1 Independent Contractor: The parties agree that each of them is an independent contractor; shall have sole responsibility for the payment of any and all of its own applicable Federal, State, and Local income taxes and of any and all other taxes, charges and levies; and shall comply with all applicable Federal, State, and Local laws and regulations.

17.1 Provisions Held Invalid: If any one or more of the provisions contained in this Agreement shall be held invalid, illegal, or unenforceable for any reason or in any respect, such invalidity, illegality or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such provision had never been contained herein.

18.1 Force Majeure: The parties to this Agreement shall be excused from any performance required hereunder if such performance is rendered impossible or unfeasible due to any catastrophes or other major events beyond their reasonable control, including, without limitation, war, riot, and insurrection; laws, proclamations, edicts, ordinances or regulations; strikes, lock-outs or other serious labor disputes; and equipment failure, floods, fires, explosions, or other natural disasters. When such events have abated, the parties' respective obligations hereunder shall resume.

Cutler/Orosi Joint Unified School District

INWITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

- a) Funding amount for Academic year 2026-2027: \$11,000
 - a. \$10,000 OHCP contract + \$1,000 University Indirect Cost (10%)
- b) Additional services beyond the contracted amount are subject to negotiation and require an addendum once contract is executed

Agreed to by the following parties.

Cutler/Orosi Joint Unified School District

By: _____
(Signature)

Title: _____

Date: _____

The Regents of the University of California

By: _____
(Signature)

Title: _____

Date: _____

EXHIBIT A

UCSF Fresno Office of Health Career Pathways (OHCP)

Scope of Work
2026-2027Health Pathway Support Programming (Academy of Health Sciences) at: Orosi High School (for 9th-12th grade)

Timeline: July 1-December 31, 2026 (Fall 2026 Semester) Deliverable: A Mid-year report of all activities will be provided to invoice for 50% of yearly contract	Timeline: January 1-June 30, 2027 (Spring 2027 Semester) Deliverable: An End of-Year report of all activities will be provided to invoice for 50% of yearly contract
Health Pathway Staff and Administrator Coaching I. Partnership Meetings A. 1 meeting per semester with UCSF Fresno leadership and School District leadership B. 4 meetings per semester with UCSF Fresno staff and school site personnel (may include administrators, counselors, or teachers, etc.) II. Health Pathway Newsletter III. Provide services at a minimum 2 health career events to support Academy of Health Sciences students IV. Professional Development opportunities for staff A. Continuing Medical Education Events (multiple offerings) V. College & Career Readiness Support A. Provide menu of curriculum units for teacher implementation in classroom settings and coordinate models, equipment and other resources for check-out (e.g. Medical Topic Units, Cultural Competency Units, Social Determinants of Health Units, Mental Health and Wellness, etc.) B. Maintenance of teacher curriculum website and access to downloadable material C. Access to UCSF staff for curriculum development and technical support	Health Pathway Staff and Administrator Coaching VI. Partnership Meetings A. 1 meeting per semester with UCSF Fresno leadership and School District leadership B. 4 meetings per semester with UCSF Fresno staff and school site personnel (may include administrators, counselors, or teachers, etc.) VII. Health Pathway Newsletter VIII. Provide services at a minimum 2 health career events to support Academy of Health Sciences students IX. Professional Development opportunities for staff A. ROAD Educator Day B. Continuing Medical Education Events (multiple offerings) X. College & Career Readiness Support A. Provide menu of curriculum units for teacher implementation in classroom settings and coordinate models, equipment and other resources for check-out (e.g. Medical Topic Units, Cultural Competency Units, Social Determinants of Health Units, Mental Health and Wellness, etc.) B. Maintenance of teacher curriculum website and access to downloadable material C. Access to UCSF staff for curriculum development and technical support
I. Middle School Transition a. Design and coordinate a transition program for new Academy of Health Sciences cohort (incoming 9th grade)	VI. Middle School Transition a. Promote and confirm dates for a transition program for new cohort (graduating 8th graders) for the

before the start of the academic year or during the first month of school b. Develop and design program materials and supplies, program handbooks and other materials for program c. Provide refreshments (snacks, water, etc.) for program participants d. Recruit and supervise student volunteers to assist during transition program e. Facilitate transition program on college prep, career exploration and leadership development f. Coordinate study trip as part of the Freshmen Transition Program with school site personnel in attendance II. 9th Grade a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year c. HEaL Conference Slots i. Coordination of conference sessions & logistics ii. AV support & volunteer recruitment iii. Design and print conference program iv. Provide food and supplies III. 10th Grade a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year c. HEaL Conference Slots i. Coordination of conference	following academic year to be scheduled before the start of the new academic year or during the first month of the new school year VII. 9th Grade a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year VIII. 10th Grade a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year IX. 11th Grade a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year X. 12th Grade a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers
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IV. 11th Grade ii. AV support & volunteer recruitment iii. Design and print conference program iv. Provide food and supplies a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year c. Mini Med School Slots i. Coordination of sessions & logistics ii. AV support & volunteer recruitment iii. Design and print event program iv. Order of food and supplies d. HEaL Conference Slots i. Coordination of conference sessions & logistics ii. AV support & volunteer recruitment iii. Design and print conference program iv. Provide food and supplies V. 12th Grade a. Minimum of two (2) work-based learning offerings per semester that may include, but not limited to: i. Health Career Guest speakers ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year c. Mini Med School Slots i. Coordination of sessions & logistics ii. AV support & volunteer recruitment	ii. Aspiring Scholar Workshop for College Readiness iii. Aspiring Health Professional Workshop for Career Readiness iv. Coordination of health-related training/certifications b. Coordination of minimum one study trip per academic year c. ROAD Conference Slots i. Coordination of conference sessions & logistics ii. AV support & volunteer recruitment iii. Design and print conference program iv. Provide food and supplies d. Senior College Prep i. Assist students with application writing and recommendations forms as requested ii. Refer students to college contacts and resources iii. Work with school site counseling team to enhance college prep offerings, not replace
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iii. Design and print event program iv. Provide food and supplies d. HEaL Conference Slots i. Coordination of conference sessions & logistics ii. AV support & volunteer recruitment iii. Design and print conference program iv. Provide food and supplies e. Senior College Prep i. Assist students with application writing and recommendations forms as requested ii. Refer students to college contacts and resources iii. Work with school site counseling team to enhance college prep offerings, not replace	
I. Parent Engagement I) Meetings, Workshops and Orientations 1. Coordinate and send communication to parents regarding mandatory meetings and workshops if being coordinated by UCSF 2. Communicate with parents via email or phone regarding missing documents and information for student participation 3. Invitation to HEaL Conference parent sessions II. Program Marketing a. Designing and distribution of newsletters, social media posts, brochures, media releases, flyers, etc., in support of program promotion and marketing. b. Mailers to be mailed by school site III. Program Oversight a. Oversight by additional UCSF leadership and staff to ensure the sustainability and alignment of programming meets the needs of each school site.	IV. Parent Engagement II) Meetings, Workshops and Orientations 1. Coordinate and send communication to parents regarding mandatory meetings and workshops if being coordinated by UCSF 2. Communicate with parents via email or phone regarding missing documents and information for student participation 3. Invitation to HEaL Conference parent sessions V. Program Marketing a. Designing and distribution of newsletters, social media posts, brochures, media releases, flyers, etc., in support of program promotion and marketing. b. Mailers to be mailed by school site VI. Program Oversight a. Oversight by additional UCSF leadership and staff to ensure the sustainability and alignment of programming meets the needs of each school site.

Exhibit B

UCSF Fresno Office of Health Career Pathways (OHCP)

UCSF OHCP Staff Responsibilities

July 1st, 2026-June 30th, 2027

UCSF Fresno Staff: Support provided by UCSF Fresno staff classified within the K-14 Academic Prep Specialist Series (II, III or IV, Supervisor and Manager roles)

Duty days: As required to fulfill duties within scope of work

FLSA Status: Non-Exempt (K-14 Acad Prep Spec II) & Exempt (K-14 Acad Prep Spec III or IV, Supervisor and Manager)

Supervisor: College Prep Pathway Supervisor, UCSF Fresno, Office of Health Career Pathways (OHCP) will oversee staffing needed to fulfill duties outlined in the scope of work.

Definition:

Under the supervision of the College Prep Pathway Supervisor, UCSF staff will be responsible for the coordination of contracted services for the Academy of Health Sciences program at the identified school site, as indicated within the contract scope of work.

Description of Responsibilities:

- Work closely with OHCP staff, school site educators and administration to plan, schedule, and implement program outcomes, as indicated within the contract scope of work.
- Support OHCP staff with program data collection; accurate contact and demographic information regarding students and families (addresses, phone numbers, etc.).
- Schedule and facilitate ongoing partnership meetings among UCSF Fresno leadership and school site personnel.
- Support the development and facilitation of curricular units, equipment, and other resources for check-out; work with school site personnel to supplement additional health curricular materials or supplies.
- Plan, coordinate, and facilitate a minimum of 2 opportunities per grade level around college and career readiness workshops; aspiring scholar workshops, college entrance preparation support; guest speakers, certification/trainings and additional work-based learning opportunities; work with school site personnel to determine plan for each grade level and alignment with Academy of Health Sciences curriculum.
- Plan, coordinate, and facilitate study trips to the following locations: undergraduate universities, health professional schools, and STEM-related organizations (museums, hospital tours, etc.).
- Support the planning and coordination of the annual Health Education and Leadership (HEaL) Conference, including the coordination of enrollment and transportation with school sites to ensure students in the designated selected grade level cohort can participate.
- Support the planning and coordination of the annual Reaching Out to Aspiring Doctors (ROAD) Conference, including the coordination of enrollment and transportation with the school lead to ensure students in the designated selected grade level cohort can participate.
- Develops and maintains relationships with parents/families to support student academic success, access to higher education, and advocates for students and parents.
- Develop and manage a monthly newsletter for district and site partners that provides timely updates on events, resources, and key initiatives. The newsletter serves as a centralized

communication tool, ensuring partners have consistent access to relevant information while maintaining alignment and continuity across programming.

- Monitor and coordinate service-learning opportunities and health-related training/certifications as needed; serve as a liaison between community organizations and school sites to support student development.
- Develops collaborative relationships with other college-going programs and K-16 higher education personnel.
- Participates, collaborates and attends COJUSD Advisory Committee Meeting with Academy of Health Sciences Partners.
- May participate on any additional school site(s) and/or department committees or workgroups, with prior supervisor permission.
- May coordinate and support site-specific activities that directly or indirectly impact the program and students, with supervisor's permission.
- Drive vehicle to conduct work-related duties and tasks.
- Perform related duties as assigned.

Exhibit C

District Partner Responsibilities 2026-2027

- I. Resources
 - a. Provide UCSF staff with access to on-site location to meet with students and school site personnel (office space, if available)
 - b. Provide UCSF Staff with access to district/school site resources as needed to accomplish program outcomes (Internet access, district email account, student information, etc.)
- II. School Site Personnel
 - a. Designate a lead site administrator to be point of contact for program needs
- III. Partnership Meetings
 - a. School site provides meeting location
 - b. School district and/or site personnel will attend meetings if requested
- IV. Freshman Transition Program
 - a. Provide space
 - b. Provide computer access for student use (e.g. Chromebooks with Wi-Fi access, etc.)
 - c. School site will provide transportation and chaperones for study trip at a 1:10 ratio
 - d. Designate certificated school site personnel as primary contact during freshman transition program
 - e. Provide meals for students as requested (breakfast, lunch, etc.)
- V. College and Career Readiness
 - a. School site teacher provides class time, space and AV equipment
 - b. Students have access to device (e.g. Chromebook with Wi-Fi, tablet, etc.)
 - c. Collaborate and communicate with UCSF Fresno staff to ensure workshops meet the needs of students
 - d. Guest Speaker Series: Teacher support, classroom space, AV support, collaborate and communicate with UCSF Fresno staff to ensure guest speaker meets the needs of students
 - e. Service learning, health related certifications/training or other work-based learning opportunities date and location coordination and assistance with facilitation of parent permission if needed
- VI. Study Trips
 - a. Designated certificated school site personnel will distribute and collect district-required field trip permission forms to students
 - b. School site will provide transportation and chaperones for study trip at a 1:10 ratio or 1:25 ratio, depending on location requirements if needed
 - c. Provide lunches and snacks for students during study trips
 - d. Collaborate and communicate with UCSF Fresno staff to ensure study trip location meet the needs of students
 - e. If additional student medical needs are needed to be met, designate an attending school site personnel member as the party responsible for any medication, supervision, etc.
- VII. Parent Engagement
 - a. District school site to provide time, space, facilities and AV equipment
 - b. Provide assistance with getting students and parents registered for conferences, workshops, promotional events and other parent engagement activities
 - c. Assist with addressing student transportation needs to conferences, workshops and other

promotional events as outlined within the scope of work. Approval for transportation for additional events and opportunities will be at the discretion of the site if funding is available to support these activities

VIII. Promotion and Awards Ceremonies

- a. District school site to provide time, space, facilities and AV equipment
- b. District school site to determine gift items to be purchased and all related purchases for program participants
- c. Advise UCSF staff of speaker needs and additional dignitary invites

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE MEMORANDUM OF UNDERSTANDING WITH CHERRY CLINIC DENTISTRY FOR DENTAL SERVICES**

ATTACHMENTS: **CHERRY CLINIC MOU**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is an updated Memorandum of Understanding (MOU) between Cutler-Orosi Joint Unified School District and Cherry Clinic Dentistry. This updated MOU serves to help the district meet Ed Code Requirements by providing dental screening services for students entering Transitional Kindergarten and Kindergarten. All services provided by Cherry Clinic Dentistry will continue to come at no cost to the district or families.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Laura Gonzalez, Director of Grants and Program Development*

BOARD GOAL:

☐	1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve the MOU with Cherry Clinic Dentistry.**

PROPOSED ACTION: **APPROVE**

Item #: 29

MEMORANDUM OF UNDERSTANDING

Cherry Clinic Dentistry (hereinafter "Provider")

And

Cutler-Orosi Joint Unified School District (hereinafter "District")

1. Purpose

The purpose of this memorandum is to establish an understanding between Cherry Clinic Dentistry and Cutler-Orosi Joint Unified School District to provide essential oral health services to students, ensuring they are healthy, pain-free, and ready to learn.

2. Responsibilities of Cherry Clinic Dentistry

At a date to be mutually agreed upon, the Provider agrees to:

- **Provide Comprehensive Dental Services:** Conduct oral health screenings and complete state mandated Kindergarten Oral Health Assessment (KOHA) forms for COJUSD students. Services and documentation shall adhere to California Education Code Section 49452.8 governing oral health assessment requirements for students entering their first year of school (including Transitional Kindergarten and Kindergarten).
- **Staffing:** Each site will be served by a Licensed Dentist, Registered Dental Hygienist (RDH), and/or Registered Dental Assistant (RDA) as required by the scope of the visit.
- **No Cost:** There is no charge to the individual schools or the District for the services provided under this agreement.
- **Student Takeaways:** Children will be given a report of findings to be taken home to their parents/guardians detailing the results of the screening and any recommended follow-up care.

3. Responsibilities of the District

The District agrees to:

- **Documentation:** Provide the most current documents that need to be completed prior to coordination of services.
- **Distribute Permission Forms:** Coordinate the distribution of parental notifications and manage parent opt-out requests prior to scheduled service dates. Distribute information regarding Cherry Clinic visits to school sites and parents/guardians. Oversee and document opt-out requests using a passive consent model in accordance with California Education Code Section 49452.8(d), ensuring parents and guardians are fully informed of their right to submit a written opt-out or excuse form.

- **Provide Space:** Provide a space that is private, well-lit, and equipped with access to a power outlet and nearby handwashing facilities (e.g., a multi-purpose room, health office, or vacant classroom).
- **Coordination:** Ensure students are released to the designated service area in a timely manner according to the agreed-upon schedule.

4. Other Terms and Conditions

- **Non-Financial Nature:** This agreement is non-financial in nature. No exchange of funds between the District and the Provider shall occur for the basic services outlined herein.
- **Term and Renewal:** This agreement shall run for a period of one (1) year and shall be renewed automatically on an annual basis, unless notified by either party in writing with thirty (30) days notice of intent to terminate.
- **Compliance with Law and District Policy:** The parties will adhere to all applicable laws, regulations, and District policies in the performance of their respective responsibilities under this MOU, including but not limited to HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Rights and Privacy Act).
- **Notification of Standards:** The District will notify the Provider of all laws, regulations, and policies applicable to its services.
- **Safety and Background Checks:** In accordance with California Education Code, the Provider certifies that all employees who may come into contact with students have undergone a criminal background check (Live Scan) and have a current TB clearance on file.

For Cherry Clinic Dentistry:



(Signature)

Name/Title: Rachel Ceballos / Administrator

Date: 08/14/2026

For Cutler-Orosi Joint Unified School District:

(Signature)

Name/Title: _____

Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE UPDATED ADMINISTRATIVE REGULATION 4112.4: HEALTH EXAMINATIONS**

ATTACHMENTS: **ADMINISTRATIVE REGULATION 4112.4: HEALTH EXAMINATIONS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Administrative Regulation 4112.4. This regulation was updated to ensure full legal compliance with recent amendments to the California Education Code and updated statutory guidance from the California Department of Public Health. The revisions clarify the mandatory protocols, timelines, and screening methods required for employee and volunteer tuberculosis risk assessments and medical certifications. In addition, this update allows for credentialed school nurses to provide the TB Risk Assessment for current employees.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Antonio Quintanilla, Director of Special Services*

BOARD GOAL:

☐	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Administrative Regulation 4112.4: Health Examinations.**

PROPOSED ACTION: **APPROVE**

Item #: 30

Regulation 4112.4: Health Examinations

Status: DRAFT

Original Adopted Date: 12/08/2011 | **Last Reviewed Date:** 12/08/2011

Tuberculosis Tests

No applicant shall be initially employed by the district, or employed under contract, in a classified or certificated position unless he/she has submitted to a tuberculosis risk assessment within the past 60 days and, if tuberculosis risk factors are identified, has submitted to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, the applicant shall obtain an x-ray of the lungs. At his/her discretion, an applicant may choose to submit to the examination instead of the risk assessment. (Education Code 49406)

Prior to employment by the district, an applicant shall submit a certificate from an authorized health provider stating that the applicant was assessed and/or examined and found to be free of infectious tuberculosis. (Education Code 49406)

An applicant who was previously employed in another school district or private or parochial school shall be deemed to have fulfilled the tuberculosis testing requirement if he/she produces a certificate showing that he/she was found to be free of infectious tuberculosis within 60 days of initial hire or if his/her previous employer verifies that it has a certificate on file showing that the applicant is free from infectious tuberculosis. (Education Code 49406)

Thereafter, each district employee who was found free of infectious tuberculosis shall undergo a tuberculosis risk assessment, and an examination whenever risk factors are identified, at least once every four years or more often when required by the Governing Board upon recommendation of the county health officer. However, once an employee has a documented positive test for tuberculosis infection followed by an x-ray, he/she shall no longer be required to submit to the tuberculosis risk assessment but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

What is a "health care provider"?

A "health care provider" means any organization, facility, institution or person licensed, certified or otherwise authorized or permitted by state law to deliver or furnish health services.

Definition of a "Health Care Provider"

- Under California state standards (and outlined in the joint [CDPH/CTCA School Employee TB Risk Assessment Guidance](#)), a "health care provider" is defined as any individual or entity licensed, certified, or authorized under state law to deliver health services.
- State guidelines explicitly include a credentialed School Nurse employed by a school district or county office of education within this definition

Who may administer the TB risk assessment?

Per California Education and Health and Safety Codes, the TB risk assessment is to be administered by a health care provider. The risk assessment should be administered face-to-face. The practice of allowing employees or volunteers to self-assess is discouraged.

Positive Risk Assessment Procedure

- Symptoms of TB should trigger evaluation for active TB disease. Persons with any of the following symptoms that are otherwise unexplained should be medically evaluated: cough for more than 2-3 weeks, fevers, night sweats, weight loss, hemoptysis.
- Repeat risk assessment and testing:
 - If there is a documented history of positive TB test or TB disease, then a symptom review and chest x-ray should be performed at initial hire. Once a person has a documented positive test for TB infection that has been followed by a chest x-ray (CXR) that was determined to be free of infectious TB, the TB risk assessment (and repeat x-rays) is no longer required.
 - Repeat risk assessments should occur every four years (unless otherwise required) to identify any additional risk factors, and TB testing based on the results of the TB risk assessment. Re-testing should

only be done in persons who previously tested negative and have new risk factors since the last assessment.

The cost of the pre-employment tuberculosis risk assessment and/or examination shall be paid by the applicant, unless the Board has determined that the district will reimburse an applicant who is subsequently hired by the district. The district shall reimburse the employee for the cost, if any, of subsequent tuberculosis risk assessments and examinations. The district may provide for the risk assessment and examination or may establish a reasonable fee for the examination that is reimbursable to the employee. (Education Code 49406)

Whenever the district contracts for the transportation of students, the contract shall require that all drivers who will be transporting students complete the tuberculosis risk assessment and, if indicated, the examination for infectious tuberculosis within 60 days of initial hire. (Education Code 49406)

The following applicants or employees shall be exempted from the requirement to submit to a tuberculosis risk assessment and/or examination: (Education Code 49406)

1. An applicant/employee who files an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge and belief, he/she is free from infectious tuberculosis

Such an exemption shall be allowed only if the Board determines by resolution, after a hearing, that the health of students would not be jeopardized. If at any time there is probable cause to believe that the applicant/employee is afflicted with infectious tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not afflicted.

2. A classified employee who is employed for less than a school year and whose functions do not require frequent or prolonged contact with students
3. A pregnant employee who has positive results on a tuberculosis skin test, in which case she shall be exempted from the requirement to follow up with an x-ray of the lungs for a period not to exceed 60 days after the end of the pregnancy
4. A private contracted driver who transports students infrequently without prolonged contact with students

Examination of Certificated Employees for Disabling Diseases

To fill a certificated position with an applicant who has not previously been employed in a certificated position in California, or with a retirant who has not been employed as a retirant, the district shall have on file a medical certification indicating that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. (Education Code 44839, 44839.5)

The certificate shall be completed and submitted directly to the district by an authorized health care provider. The medical examination referenced in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

Certificated employees and/or retirants shall be required to periodically undergo, at district expense, a medical examination pursuant to Education Code 44839 or 44839.5 to determine that they are free from any communicable disease making them unfit to instruct or associate with children. (Education Code 44839, 44839.5)

Mental Examination for Certificated Employees

Whenever the Board is considering the suspension or transfer of a certificated employee based on its reasonable belief that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties, the employee shall be offered the opportunity of being examined by a three-member panel of psychiatrists and psychologists in accordance with Education Code 44942. The employee shall select the members of the panel from a list of psychiatrists and psychologists provided by the district. The examination shall be conducted, at district expense, within 15 days of the ordered suspension or transfer. The employee shall submit to the examination but shall also be entitled to present a report of any psychiatrist, psychologist, or physician of his/her own choice. (Education Code 44942)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY 2026-2027 SOLIANT HEALTH, LLC SERVICE AGREEMENT**

ATTACHMENTS: **2026-2027 SOLIANT HEALTH, LLC SERVICE AGREEMENT**

FUNDING SOURCE: **SPECIAL ED STATE**

DISCUSSION: Attached for Board ratification is the 2026-2027 Service Agreement for Soliant Health, LLC. The purpose of this service agreement is to provide live interactive remote speech tele therapy through contracted licensed speech and language pathologists. The intent of this agreement is to secure a bi-lingual speech and language pathologist that is able to conduct comprehensive pre-assignment screening and provide speech teletherapy, as described within the IEPs of students in the middle and high schools. This contract can be terminated with 30 days' notice if/when these services are no longer necessary. This service agreement will be funded through the Special Education Fund with the State of California.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Antonio Quintanilla, Director of Special Services

BOARD GOAL:

☒

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board ratify the Service Agreement with Soliant Health, LLC.

PROPOSED ACTION:

RATIFY

Item #: 31



ADDENDUM A

Terms of Teleservices Assignment No Equipment Provided

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

Assignment Details

Soliant Health, LLC ("Soliant" or the "Company") will contract with VocoVision for the provisions of telepractice services to Client. Client will pay Soliant for the hours worked by Contracted Telepractitioner under the following terms:

Contracted Telepractitioner:	Melissa McClung		
Client:	Cutler-Orosi Joint Unified		
Assignment Start Date:	08/03/2026	Assignment End Date:	05/28/2027
Position:	Tele - SLP		
Hours per Week:	34.0		
Bill Rate per Hour	\$120.00	<i>Bill Rate is all-inclusive^(a)</i>	
Technology Fee:	Does Not Apply		
Miscellaneous:	N/A		

- a) Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.
- b) Client agrees to approve Contracted Telepractitioner's weekly log of service. Logs will be submitted on a weekly basis by Contracted Telepractitioner for Client's review and approval. Should Contracted Telepractitioner fail to submit paperwork or weekly log to show proof of completed work, Client agrees to notify Soliant in writing within three (3) business days of alleged failure. Client's failure to notify Soliant in writing within the three (3) day period shall negate any Client invoicing dispute.
- c) Client acknowledges Additional Terms and Conditions as applicable to teletherapy services and the provision thereof.
- d) Client acknowledges that Contracted Telepractitioner will be providing and using their own equipment in performance of duties.

292428 - Cutler-Orosi Joint Unified

Yolanda Valdez

Superintendent

July 01, 2026 6:04 UTC

IP: 47.143.53.70



Additional Terms and Conditions No Equipment Provided

Teleservices Provisions.

1. **Client Responsibilities.** Client agrees to provide appropriate local support to facilitate remote Contracted Telepractitioner's ability to fulfill the responsibilities outlined below in Duties and Responsibilities:
2. **Scheduling.** Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment and will schedule the appropriate number of student sessions and other related services each week to meet or exceed the minimum hours requirement. Client and Contracted Telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision Contracted Telepractitioners are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.
3. **Administrative Responsibilities.** Client shall be responsible for orienting Contracted Telepractitioner to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, individual education plans or Client-specific program plans. During the contracted assignment, should Contracted Telepractitioner fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by Contracted Telepractitioner. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the Contracted Telepractitioner. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by Contracted Telepractitioner.

Duties and Responsibilities

The duties and responsibilities of a Contracted Telepractitioner include, but are not limited to the following:

- a) Collaborates with the school district to identify students' communication characteristics, support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs to determine the benefit a student may receive through telepractice.
- b) Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
- c) Monitors effectiveness of services and modifies evaluation and treatment plans as needed.
- d) Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
- e) Complies with state and federal regulations to maintain student privacy and security.
- f) Facilitates behavior management strategies in students as appropriate.
- g) Provides information and counseling to families and school personnel as needed

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
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AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE AUGUST CURRICULUM AND INSTRUCTION REPORT**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **N/A**

DISCUSSION: The Director of College and Career Readiness will present a summary of the 2026–2027 Secondary Redesign Pilot Grant for the California Collaborative for Educational Excellence.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:



1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Curriculum and Instruction Report.

PROPOSED ACTION:

APPROVE

Item #: 32

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **RATIFY HEALTH CONNECTED TEEN TALK**
MIDDLE SCHOOL SEXUAL EDUCATION
CURRICULUM

ATTACHMENTS: **N/A**

FUNDING SOURCE: **GENERAL FUND**

DISCUSSION: Presented for Board ratification is the Teen Talk Middle School. Developed by Health Connected, this evidence-informed, comprehensive sexual health curriculum is tailored for middle school students, primarily targeting grades 7–8 (with Puberty Talk often utilized for grades 5–6). Delivered across 12 sequential sessions (at least 10 hours of instruction), the curriculum lays an age-appropriate foundation for health education while fully meeting all legal requirements of the California Healthy Youth Act (CHYA) (California Education Code §§ 51930–51939). A copy is available for your review.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:



1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board ratify the Health Connected Teen Talk Middle School Curriculum.

PROPOSED ACTION:

RATIFY

Item #: 33

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **RATIFY HEALTH CONNECTED TEEN TALK HIGH SCHOOL SEXUAL EDUCATION CURRICULUM**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **GENERAL FUND**

DISCUSSION: Presented for Board ratification is the Teen Talk High School curriculum. Developed by Health Connected for grades 9–12, Teen Talk High School is an evidence-informed, comprehensive sexual health curriculum designed to satisfy all mandatory requirements under the California Healthy Youth Act (CHYA) (California Education Code §§ 51930–51939). The curriculum is typically delivered across 12 sequential sessions, requiring at least 10 hours of instruction, and equips older adolescents with practical decision-making, communication, and self-advocacy skills. A copy of the curriculum is available for review.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:

☒

1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board ratify the Health Connected Teen Talk High School Curriculum.

PROPOSED ACTION:

RATIFY

Item #: 34

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE ENGLISH LEARNERS MASTER PLAN**

ATTACHMENTS: **ENGLISH LEARNERS (EL) MASTER PLAN**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the English Learners Master Plan. Districts are legally mandated to provide English Learners with targeted language instruction and equal access to core academic content. The EL Master Plan establishes an operational blueprint for identification, English Language Development instruction, parent oversight, and reclassification. The EL Master Plan is to be Board approved annually, so it remains a dynamic, living document that continuously adapts to student needs, maintains full compliance with Federal Program Monitoring, and aligns resources to close achievement gaps.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services*

BOARD GOAL:

☒	1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☒	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve the EL Master Plan.**

PROPOSED ACTION: **APPROVE**

Item #: 35

2026-2027

COJUSD

ENGLISH LEARNER MASTER PLAN



Board of Education

Sandra Williams, President
 Marisol Rubalcaba, Vice President
 Delia Martinez, Clerk
 Mary Helen Espino, Trustee
 Javier Quevedo, Trustee
 Joni Jordan, Trustee
 Karen Gonzalez, Trustee

Superintendent

Yolanda Valdez

Assistant Superintendent

Shevonne Swanson

Assistant Superintendent

Sunsie Tumacder

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Board Approval: Pending September 10, 2026

Multilingual Learners



English Learner Master Plan

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

A Vision for Multilingual Learner/English Learners

The Cutler-Orosi Joint Unified School District Multilingual Learners EL Master Plan defines the district expectations and policies for the education of Multilingual Learners/English Learners and serves as a guide for staff to ensure consistent coherent services are provided to every Multilingual Learner/English Learner in the district.

In alignment with Principle 1 of the California English Learner Roadmap, this plan is rooted in an assets-based foundation that celebrates the linguistic and cultural backgrounds of our students as powerful tools for the academic success of all.

MISSION

Educating Minds, Inspiring Futures

VISION

All students will be college and career ready, committed to engage in civic responsibilities, and prepared to compete in a global economy.

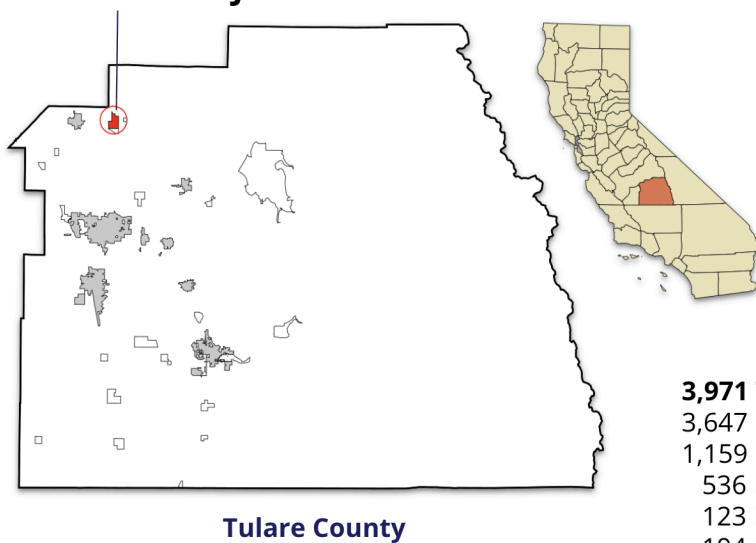
COJUSD



District Demographics & Student Profile

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Cutler-Orosi Joint Unified School District



3,971 Total Enrollment

3,647 Hispanic/Latino Students
 1,159 Multilingual Learners/English Learners
 536 Long-Term English Learners
 123 Newcomer Students
 194 Dually Identified Students

Languages represented across district families:

- Spanish
- English
- Ilocano
- Tagalog
- Arabic
- Amharic
- Chinese (Cantonese)

Data Source: Internal data report 8/28/26

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Chapter 1



Asset-Based Framework and Goals

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Definition of an English Learner / Multilingual Learner

Under federal law and state policy, an English Learner (EL) is legally defined as a student aged 3 through 21 who is enrolled or preparing to enroll in an elementary or secondary school, whose home or native language is a language other than English, and whose difficulty in speaking, reading, writing, or understanding English limits their opportunity to:

- Learn successfully in classrooms where the language of instruction is English; or
- Participate fully in school and society.

(Defined under Title VIII of the Every Student Succeeds Act [ESSA] and California Education Code Section 306).

In alignment with California's EL Roadmap Policy, our district expands upon this statutory definition to recognize English Learners, referred to programmatically as Multilingual Learners (MLs), as emergent bilingual scholars who possess rich linguistic, cultural, and cognitive strengths. Rather than defining students through a deficit lens, state guidance affirms that an English Learner is a scholar entitled to:

- Assets-Oriented Education: Instruction that values, affirms, and builds upon their home language and cultural background.
- Intellectual Access: High-quality, standards-aligned core curriculum delivered with systematic linguistic scaffolding (Comprehensive ELD).

-
- Affirmative Pathways: Equal opportunity to achieve academic proficiency and lifelong biliteracy (e.g., State Seal of Biliteracy).

1.1 Guiding Framework: The California English Learner Roadmap

Our program implementation is anchored by the four interdependent guiding principles of the California EL Roadmap, designed to ensure equitable, high-quality education for all Multilingual Learners/English Learner:

- **Principle 1:** Assets-Oriented and Needs-Responsive Schools
Mandates school cultures that affirm and build upon students' diverse languages, cultures, and background experiences as foundational strengths.
- **Principle 2:** Intellectual Quality of Instruction and Meaningful Access
Ensures ELs have full access to a rigorous, standards-aligned core curriculum paired with systematic integrated and designated English Language Development (ELD) scaffolding.
- **Principle 3:** System Conditions Supporting Effectiveness
Establishes strong infrastructure through vision-driven leadership, adequate resourcing, capacity-building, and continuous professional development.
- **Principle 4:** Alignment and Articulation Across the System
Emphasizes seamless, coherent educational transitions and dual-language/biliteracy pathways from early childhood through post-secondary education.

Together, these statutory definitions and foundational principles shift the educational paradigm from a deficit model to one that actively cultivates lifelong biliteracy, academic success, and civic engagement.

1.2 Why the new term: Multilingual Learners?

To emphasize that Cutler Orosi Joint Unified values students' rich backgrounds and uses an asset-based approach to learning, we are replacing the term English Learner with Multilingual Learner. This aligns with Principle One of the [California EL Roadmap](#): Asset-Oriented and Needs Responsive Schools. The California EL Roadmap was adopted in 2017 to guide local educational agencies (LEAs) on welcoming, understanding, and

educating the diverse population of students who are Multilingual Learners (ML) /English Learners (EL) attending California public schools.

Note: The term "English Learner" is still utilized by the Educational Testing Service and California Department of Education; it appears in some sections of this document, including the plan's title.

What is an Asset-based Approach?

Research has shown that careful strategic use of students' primary language can support English language acquisition, particularly in understanding grammar concepts, vocabulary, instructions, and developing teacher-student and student-student relationships. An Asset-based Approach to teaching means understanding the value of students' home language and cultures and viewing them as foundations for classroom learning for both languages and content. Educators with an asset-based mindset recognize, respect, and integrate into classroom instruction the assets that students bring to the classroom, including a variety of language skills, diverse cultural backgrounds, and existing skills and knowledge acquired both inside and outside of school. Furthermore, an Asset-based Approach recognizes the ways in which parents of Multilingual Learners/English Learners help their children and are critical partners in their children's education. COJUSD Educators celebrate and promote the use of our students' primary languages in the home and at school.

Educators with Asset-Based Pedagogy
• Acknowledge that translanguage practices demonstrate highly operational cognitive abilities extending beyond those areas of the brain engaged by monolingual speakers; • Incorporate cultural, historic, and linguistic information about the students' culture into instruction; • Build upon each student's interest and unique strengths • Demonstrate awareness and sensitivity to students' names and identities • Learn at least a few words and phrases in students' home languages; • Use instruction of home language cognates to reinforce vocabulary comprehension • Implement curriculum that connects to cultural and linguistic histories of the students • Maintain multiple means of communicating with ML families (e.g., translated notes and fliers, calls, and the use of an interpreter)

- Seek professional development opportunities to learn research-based practices for MLs.

What is Culturally Responsive Teaching?

Culturally Responsive Teaching is defined as using the cultural knowledge, prior experiences, frames of reference, and learning styles of ethnically diverse students to make learning personally meaningful and effective for all students. A culturally responsive school program has a rigorous curriculum and supports equitable access for all students to high-quality instruction.

[COJUSD Instructional Expectations & Implementation Resources](#)

The following chart highlights elements of a culturally responsive environment:

Culturally Responsive Learning Environments
• There is equity among all groups; that is, all participants are treated with justice and fairness. • Equity must be incorporated at many different levels, such as district, schools, and classrooms, and with respect to students, families, and teachers. • Equitable treatment requires a clear understanding of the needs of culturally, linguistically, and socioeconomically diverse students • Equity is crucial in the dual language program model with emphasis on integrating students of different ethnic, linguistic, and socioeconomic backgrounds. • Educators and staff are trained in sociocultural understanding. • Educators and staff use multiethnic curricular materials and integrate students' cultural values into the classroom. • Educators and staff celebrate and encourage the use of all home language varieties.
For more information on Asset-Based and Culturally Relevant Pedagogy • California Department of Education (CDE) page on Asset-Based Pedagogies • CDE English Learner Road Map, principal one: Language and Cultural Assets • CDE Page on Culturally Relevant Pedagogy

1.3 Goals for Multilingual Learners/English Learners

It is the mission of Cutler Orosi Joint Unified School District to educate and support Multilingual Learners/English Learners in reaching their highest potential each school year. The English Learner Master Plan encompasses five main goals for our Multilingual

Learners/English Learners in addition to the COJUSD Graduate Outcomes as defined in the [COJUSD Strategic Plan 2026-2031](#).

Goal 1: English language proficiency

Multilingual Learners/English Learners will develop full receptive and productive proficiency in English in listening, speaking, reading, and writing within five to seven years of receiving ELD services as measured by the Summative ELPAC or Summative alternate ELPAC. Daily Designated ELD is provided to MultilingualLearners/English Learners to support their goal of “making progress” on the English Level Progress Indicator (ELPI) by increasing by at least one level or maintaining the highest level of proficiency to become Reclassified Fluent English Proficient (RFEP).

Goal 2: Academic success

Achieve academic excellence through high-quality instruction in all content areas while meeting the needs of all students in a safe, supportive, and inclusive environment. Integrated ELD is implemented at all school sites during content specific courses to support the success of Multilingual Learners/English Learners. This goal is measured by district benchmarks, local assessments, and state assessments.

Goal 3: Parent/Family Engagement

COJUSD district offices and schools have a safe, welcoming, and inclusive climate for all students and families. As defined in the LCAP Eight State Priorities, Priority 3, we partner with families of Multilingual Learners/English Learners by providing linguistically accessible two-way communication, culturally responsive education programs, and active decision-making opportunities to empower parents/caregivers as leaders in their children’s academic success.

Goal 4: Prepare all Multilingual Learners/English Learners to be college-ready and career-ready

Ensure all Multilingual Learners/English Learners have equity and access to all programs and services to become college-ready and career-ready.

Goal 5: Language and literacy development in a Dual Language Immersion Two-Way program

Develop Multilingual Learners/English Learners who are bilingual, biliterate, and bicultural by providing high-quality, language-rich academic instruction that leverages their primary language assets, ensures grade-level academic performance, and fosters cross-cultural competence by earning the Certificate of Completion after 5th grade and pursuing the Dual Immersion Heritage Spanish Pathway at the middle school level; in high school, students can pursue the State Seal of Biliteracy on their diplomas. Their metalinguistic awareness, multicultural knowledge, and expanded worldview prepare them for the 21st century and align with [CA Global 2030](#).

The COJUSD Graduate Outcomes envision students who are college- and career-ready, civically engaged, and equipped to succeed in a global economy.



Source: COJUSD Graduate Outcomes

Productive Citizens: Fulfill personal, professional, and civic responsibilities while giving back to the community

Critical Thinkers & Collaborative Problem Solvers: Work collaboratively and apply innovative thinking and technologies to create solutions

Career & College Ready Scholars: Attain proficiency in academic and multiple languages, engage in career exploration, and graduate as lifelong learners prepared for post-secondary opportunities

Leaders & Ethical Decision Makers: Demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity

Powerful Communicators: Effectively communicate ideas through speaking and writing using multiple languages and techniques, including technology

Creative & Quality Producers: Create quality performances and products that reflect thought and originality with the highest standards

Chapter 2



Identification, Assessment & Placement

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

2.1 Home Language Survey

Completion of the Home Language Survey (HLS)

California public schools are required to determine the language(s) spoken in the home by each student at the time of enrollment as defined by the [COJUSD English Learner Pathway from Identification to Reclassification flowchart](#).

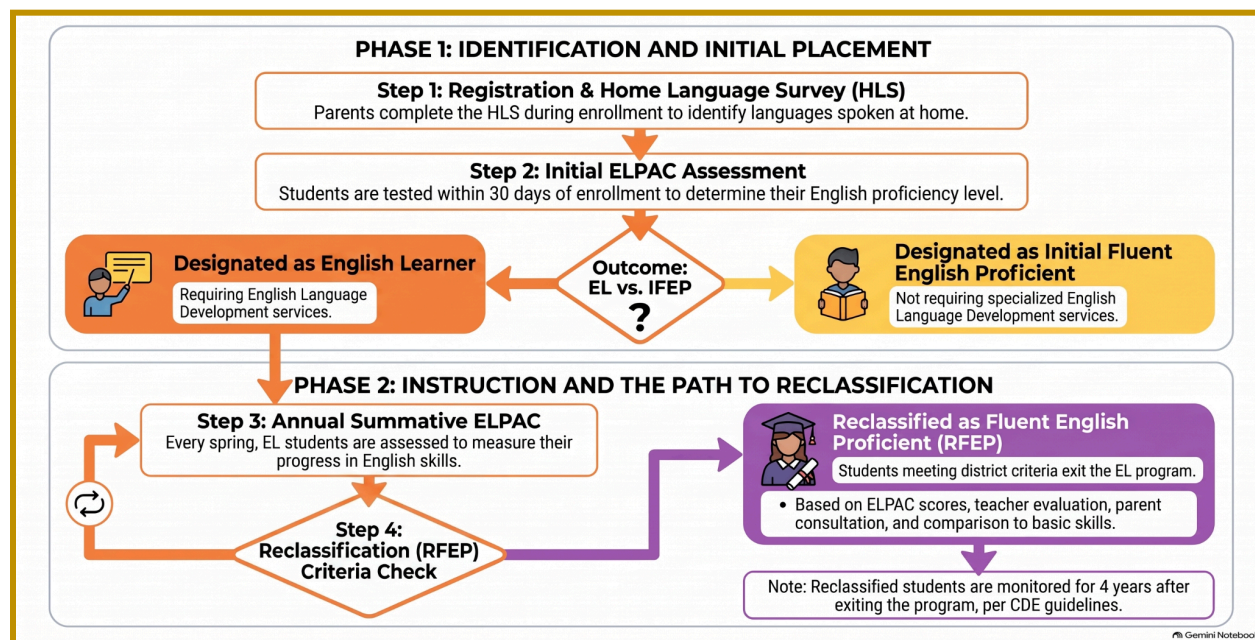
In order to gather this information, all parents/caregivers are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. All students entering the district are surveyed for primary and home language with the Home Language Survey at the time of registration.

The Home Language Survey (HLS) consists of four questions	
1. What is the language your child first learned when they began to speak? 2. What language does your child speak frequently at home? 3. What language do you use most frequently to speak to your child? 4. Which language is most often spoken by the adults in the home?	
These questions are used to determine a student's home language status as follows:	
English Only (EO)	If the first three answers to the questions on the HLS are English, the child is classified as English Only.
Possible Multilingual Learner (EL)	If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the California State Law requires that the student be assessed for English Proficiency using the

Language Status To Be Determined (TBD) by Initial ELPAC	Initial ELPAC (English Language Proficiency Assessment for California) within 30 days of first enrollment (Education Codes 313, 60810, and 60812).
COJUSD Home Language Guidelines	

The HLS remains in the student CUM File for each student in the district. As of 2025-2026, all incoming kindergarten Multilingual Learners/English Learners have their HLS uploaded in their Ellevation file under student profile documents.

COJUSD English Learner Pathway from Identification to Reclassification flowchart



Source: Generated by Gemini Notebook with CDE Guidance

2.2 English Language Proficiency Assessment of California (ELPAC)

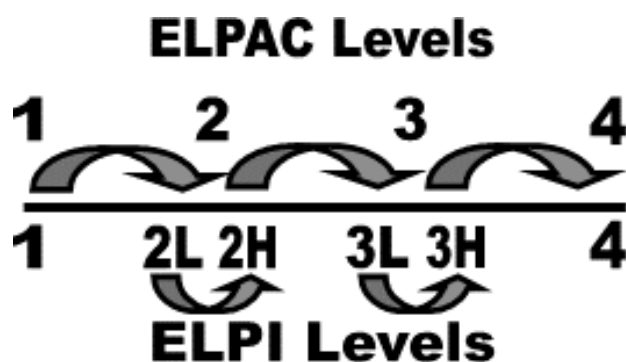
State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1,2, or 3 of the HLS be assessed in English language proficiency skills within 30 calendar days of initial enrollment. The 4th question provides information for schools to support communication with parents/caregivers, but does not mandate assessment.

The Initial English Language Proficiency Assessment for California (ELPAC) is administered to determine English language proficiency skills. The ELPAC is a criterion-referenced test based on the English Language Development (ELD) Standards that assesses students' English language proficiency in listening, speaking, reading, and writing. At COJUSD, the assessment is administered by trained Test Examiners at either the district office or the student's school site.

The table below maps three key California assessment and instructional frameworks to show how a student's English language development is tracked across systems:

- **ELPAC Overall Proficiency Levels (1–4):** The official state assessment levels, ranging from Beginning to Develop (Level 1) to Well Developed (Level 4).
- **ELD Standards Proficiency Continuum:** The California ELD Standards continuum stages (Emerging, Expanding, and Bridging), subdivided into performance bands (low, mid, upper) for more precise instructional targeting. The ELD Continuum informs targeted classroom instruction and curriculum pacing; it is not determined by or directly tied to a student's ELPAC score.
- **English Learner Progress Indicator (ELPI) Levels:** The California School Dashboard accountability metric levels used to measure state-level annual progress and growth toward reclassification.

ELPAC Overall Proficiency Level	ELD Continuum Typical Instructional Range	ELPI Levels
Level 1 Beginning to Develop	Emerging	Level 1
Level 2 Somewhat Developed	Expanding- low	Level 2 Low
	Expanding-mid	Level 2 High
Level 3 Moderately Developed	Expanding- upper	Level 3 Low
	Bridging- low	Level 3 High
Level 4 Well Developed	Bridging - upper	Level 4



Resources:

- [Summative ELPAC Scale Score Ranges](#)
- [Example Grade Reports](#)

2.3 Identification Criteria K-12

Once all domains of the Initial ELPAC are complete, English Language Acquisition Status (ELAS) will be determined. The Initial ELPAC has three overall scores:

Initial ELPAC Levels	
Levels	Description of Level/Outcome
Initial Fluent English Proficient (IFEP) Overall Level 3	Students are considered to be English proficient when the Initial ELPAC Overall score is in the IFEP range. These students will not need to take the Summative ELPAC and will not require ELD services.
Intermediate EL Overall Level 2	Students are considered to be Multilingual Learners/ English Learners when the Initial ELPAC Overall score is in the Intermediate or Novice range. These students will receive programs and services to support their English Language Development and take the Summative ELPAC annually to assess their progress.
Novice EL Overall Level 1	

The Initial ELPAC is administered to each student only once upon their initial enrollment into a California public school. The Initial Alternate English Language Proficiency Assessments for California (Alternate ELPAC) is used to determine the English language proficiency (ELP) of students whose primary language is not English. This test is designed for students with the most significant cognitive disabilities who are potential English learner

(EL) students whose individualized education program (IEP) teams have determined that they are eligible for an alternate assessment. The Summative ELPAC or Summative alternate ELPAC will then be administered annually in the spring to determine student progress in English Language proficiency skills and provide placement data for the following year. The official Summative ELPAC results are provided to parents when the results become available from the test publisher. More information on Summative ELPAC is provided in Chapter 4- Monitoring Student Progress and Reclassification.

Important Initial ELPAC Links and Resources

- Descriptions of the [Initial ELPAC performance levels](#)
 - [Initial ELPAC Fact Sheet](#)
 - [Initial alternate ELPAC Fact Sheet](#)

Parent Notification of ELPAC Testing and Results

The Administrator of Dual Immersion and Biliteracy sends a Parent Letter Notification of testing home before administering the ELPAC, while sites send a parent notification through Parent Square or/and in writing to share when the student is going to test, with details. Once the scores are available, the parents/caregivers will then receive a Parent Notification of Results letter in English and Spanish. Upon request, the notification will be translated into any other language needed. In addition, parents will receive parent notification letters for the Summative ELPAC in the spring. Results of the Summative ELPAC are shared with the family by late summer or early fall and include the Student Score Report.

Once scores for the Initial ELPAC are available, the district EL Clerk will enter English Language Status results (IFEP or EL) for each student in the district information system.

Transfer Students from within the district and outside of COJUSD

When students transfer between schools within the district, all relevant data regarding the student's Multilingual Learner/English Learner assessment, academic progress, and intervention is automatically transferred through our Student Information System to the new school. The site teacher, ELD Teacher, or Site EL Coordinator is responsible for reviewing the information in the student information system to make sure the student is properly placed in their new class. In the secondary, the counselors work with the site EL

Coordinator or Administrator of Dual Immersion and Biliteracy to properly place the student.

When a student transfers from another California public school, the State data system will be used to determine the student's current English Language Status (EL Status). Their language status (EO, IFEP, EL, or RFEP) carries over to the district. For example, if the student was reclassified in their previous California public school, their status shall remain reclassified (RFEP). Recent ELPAC scores will be obtained from the previous school by the Site Registrar or Site EL Coordinator.

When a student enrolls from another state or country, or from private schools: The 4-step initial identification process (outlined in the flowchart) should be followed, starting with the HLS.

2.4 Primary Language Assessment Procedures

In accordance with California Education Code § 52164.1, primary language diagnostic data is gathered upon enrollment to ensure appropriate program placement, inform instructional scaffolding, and measure baseline literacy in a student's home language.

Because formal and standardized assessment instruments are available for Spanish, COJUSD utilizes specific diagnostic pathways for Newcomers based on their grade level and educational background. Newcomers are Multilingual Learners/English Learners between ages 3 and 21 who were born outside the United States and have been enrolled in U.S. schools for a total of three or fewer complete academic years. For students who speak languages other than Spanish where standardized diagnostic instruments are unavailable, qualitative protocols, such as family interviews, educational history reviews, and informal oral dialogues, are conducted to assess native language literacy.

Elementary Assessment & Placement (Grades TK–5)

All Spanish-speaking Newcomers and students transferring from a Dual Language program are offered enrollment in the Dual Language Immersion Program, available in Grades TK–5 across at Cutler and Golden Valley Elementary.

-
- **Program Enrollment:** Upon selection, parents/caregivers review and sign the program specifications and commitment agreement.
 - **Diagnostic Assessments:**
 - *Grades K–2:* Administered using the AMIRA assessment in the bilingual setting to gauge foundational reading and language skills.
 - *Grades K–5:* Administered using the grade-level-appropriate Renaissance STAR Reading assessment in both English and Spanish to establish a biliteracy baseline.

Middle School Assessment & Placement (Grades 6–8)

Spanish-speaking Newcomers entering middle school are placed in targeted language learning pathways based on their prior educational experience:

- **Placement:** All middle school Newcomers are enrolled in the Newcomer Pathway ELD Course.
- **Dual Language Elective:** Newcomers with no interrupted formal education may also opt into the Dual Language Heritage Spanish Elective for Grades 6–8.

Secondary Diagnostic Protocols (Grades 6–12)

To build a comprehensive student linguistic profile and tailor ongoing instruction:

- **Expressive Language Assessment:** All secondary Multilingual Learners are assessed using the EL Achieve Language Hallmarks assessment to measure expressive language proficiency.
- **Spanish Fluency & Comprehension:** ELD teachers may also administer the Renaissance STAR Reading assessment in Spanish to measure native language reading fluency and comprehension, ensuring targeted academic support and tracking progress over time.

2.5 Kindergarten through 12th grade Overview Programs Overview

Cutler Orosi Joint Unified School District offers program models to serve Multilingual Learners/English Learners in accordance with state and federal legal requirements. Parent

involvement in decisions regarding the school program selection is required and critical to students' academic success.

Structured English Immersion (SEI)- COJUSD identifies English Learners who demonstrate an overall English Language Proficiency Assessments for California (ELPAC) score of Level 1, 2, or 3 (Emerging to Expanding) as developing English language proficiency. To ensure rapid, meaningful acquisition of English while building on students' home language assets, these students are placed in a Structured English Immersion (SEI) setting. Instruction in SEI is provided primarily in English, utilizing California ELD Standards-aligned instruction. Students receive daily Designated ELD targeted to their proficiency level, alongside Integrated ELD previously referred to as Specially Designed Academic Instruction in English (SDAIE) across all core content areas to guarantee full access to grade-level curriculum. Primary language support is utilized strategically to clarify concepts and validate multilingual competencies.

Dual Language Two-Way Immersion Program (50/50 Model)- The Two-Way Dual Language Immersion (DLI) 50/50 model is an asset-based, additive language acquisition program designed to develop high levels of bilingualism, biliteracy, and academic achievement in both Spanish and English.

- *Student Population:* Integrates native Spanish speakers (MLs/ELs) and native English speakers within the same classroom. This balanced peer dynamic creates a reciprocal learning environment where students serve as language models for one another.
- *Instructional Ratio:* Instructional time is split equally, with 50% of daily instruction delivered in Spanish and 50% in English across all grade levels.
- *Simultaneous Literacy:* Literacy and academic content are introduced and developed simultaneously in both languages, building cross-linguistic connections without repeating lessons in both languages.
- *Core Pillars & Goals:*
 1. **Bilingualism & Biliteracy:** Fluency and literacy in speaking, reading, and writing in both languages.
 2. **High Academic Achievement:** Mastery of grade-level California Content Standards in both languages.

-
3. Sociocultural Competence: Deep cross-cultural appreciation, positive identity formation, and global readiness.
- **Long-Term Pathway:** Establishes a seamless, K–12 continuum toward earning the California State Seal of Biliteracy upon high school graduation

Transitional Kindergarten and Kindergarten Program Information—Registration for both Transitional Kindergarten and Kindergarten starts in March of the school year. Presentations are made at COJUSD preschools to inform parents of the programs available to our students. In addition, upon registering, Multilingual Learners/English Learners are allowed to be placed in the Dual Language Two-Way Immersion program offered at Cutler Elementary and Golden Valley Elementary. Parents who select the DLI program meet one-on-one to discuss the commitments, goals, and contract of the program.

Newcomers Pathway: The Newcomers Pathway is an intensive, scaffolded program designed to accelerate English acquisition and deliver rigorous academic content access for recent immigrant students.

- *Designated ELD Support (6-12th grade):* Newcomers receive a specialized, targeted Designated ELD course focused on rapid foundational language acquisition, literacy development, and communicative confidence.
- *Two-Year Scaffolded ELA Block (9th-12th Grade):* Alongside Designated ELD, students are enrolled in a highly supported, sequential English Language Arts pathway for two full years (Intensive English A/B & C). These classes utilize Integrated ELD strategies and Specially Designed Academic Instruction in English (SDAIE) to build grade-level literacy and ensure A-G credit progress.
- *Primary Goal:* Provide targeted linguistic scaffolding, socio-emotional onboarding, and rigorous academic foundations that enable a smooth transition into standard secondary core pathways and graduation tracking.

Elementary (K-5)	Secondary (6-12)
• Structured English Immersion (SEI) • DLI Two-Way Immersion	• Structured English Immersion (SEI) • Newcomers Pathway for 6th-12th Placement

Resources

- [COJUSD Dual Language Immersion Flowmap](#)
- [DLI Commitment Contract & Interest Form](#)
 - [OHS EL Pathways](#)
- [Newcomers Pathways Course Road Map](#)
- [COJUSD Data Update Overview](#) C&I Update

Chapter 3



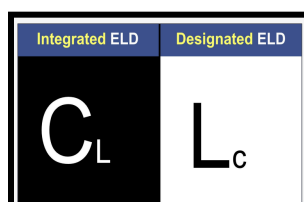
Instructional Program

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Multilingual Learners/English Learners face the unique challenges of learning English as they are also learning grade-level content through English. The California Department of Education (CDE) and the State Board of Education recognize that “both Designated and Integrated English Language Development (ELD) are an integral part of a comprehensive program for every English Learner to meet the linguistic and academic goals at their grade level” (5CCR Section 11309).

Integrated ELD is woven into all core content areas so that Multilingual Learners/English Learners can meet the language demands of all content using the CA State Content Standards. Designated ELD happens during a protected time during the day focused on ELD Standards and is connected to core content areas so that students can “build into and from content” (CA/ELA/ELD Framework, pg. 31).

Understanding Integrated vs. Designated ELD Framework: California’s ELA/ELD Framework requires a dual approach to language acquisition, illustrated by the shift in emphasis between Content (C) and Language (L) throughout the instructional day:



Essential Features of ELD



Pg 108-119

Designated ELD	Integrated ELD
1. Intellectual Quality	1. Intellectual Quality
2. Academic English	2. Academic English
3. Extended Language Interaction	3. Interactive and Engaging Interactions
4. Focus on Meaning	4. Focus on Content Knowledge
5. Focus on Forms	5. Focus on Integration
6. Planned and Sequenced Events	6. Planned and Sequenced Events
7. Scaffolding	7. Scaffolding
8. Clear Lesson Objective	8. Clear Lesson Objective
9. Corrective Feedback	9. Corrective Feedback
10. Formative Assessment Practice	10. Formative Assessment Practice

Designated Features from CA ELA/ELD Framework Integrated Features adapted from ELA/ELD Framework

Source: TCOE EL Consultant, adapted from CA/ELA/ELD Framework

3.1 Designated ELD

Per state guidelines, all English learners receive daily, designated ELD instruction (D-ELD). D-ELD is protected instructional time in which the teacher systematically aligns their instruction to the California ELD Standards to build students' development and understanding of the English language. In designated ELD, students in Kindergarten through fifth grade are grouped by proficiency level and taught by a highly qualified classroom teacher who has a credential with English Learner authorization. In secondary, they are grouped by profile and grade level. The different profiles are Newcomers (3 or fewer academic years in U.S. schools), dually identified students, and Long-Term English Learners (LTELs). There are two types of Newcomers (SAFE and SLIFE). Students with Adequate Formal Education (SAFE) have strong schooling in their home country along with strong literacy skills in primary language (L1) and are often highly motivated. Students with limited or interrupted formal education have little to no literacy in their L1 upon arrival as a Newcomer, formal education was interrupted or disjointed, and struggle in grade-level academic content.

Multilingual Learners/English Learners receive a minimum of 30 minutes of D-ELD a day. In elementary, students have a 30 minute block of D- ELD. In secondary, students have a stand alone period/class of English Language Development.

Students in elementary school should not be grouped by more than two English Language proficiency levels, as current research indicates that mixed-proficiency grouping is an ineffective model of ELD instruction (Dutro, Kinsella, Olsen). At the middle school and high school level, D-ELD is part of the student class schedule.

Key Components of Designated ELD

ELD Curriculum	Teachers utilize the District-adopted ELD Curriculum and other supplementary materials that are based on the California ELD Standards for the planning and implementation of Designated ELD. All ELD teachers are provided with training on the District-adopted curriculum. K-3rd ELD Task Force Lesson (Content-connected lessons planned with the 5 Part D-ELD Planner planned by Teacher/Coach task force) 4th-5th ELD Lesson created by teachers using the 5 Part D-ELD Planner planned by teachers using content from Wonders/Maravillas, Science, or Social Studies 6th-12th EL Achieve Systematic ELD Curriculum course details is based on grade level
ELD Standards	ELD instruction covers the two main areas from the ELD Standards: Interacting in Meaningful Ways and Learning About How English Works.
Explicit Language Instruction	Students receive explicit language instruction and daily practice of specific academic vocabulary and grammatical structures, within a scope and sequence framework based on evidence-based research.
Formative & Summative Assessments	Teachers monitor the progress of each Multilingual Learner (EL) using formative and summative assessments to inform instruction and to make adjustments to groups and classes for ELD accordingly and regularly.
Data Review	ELD student data is reviewed regularly in collaboration with site leadership, ELD teachers, and the district team to ensure students are progressing in their English language proficiency skills.

3.2 Integrated ELD

Multilingual learners/English Learners in our COJUSD programs also receive Integrated ELD (I-ELD) in grade-level core content area classes, such as math, science, history/social studies, and English language arts. According to the CA ELD Framework, Integrated is defined as instruction in which all teachers use the CA ELD standards in tandem with the California Common Core State Standards (CCSS) for ELA/Literacy and other content standards (CA ELD Standards, p.9). Access to CCSS content is accomplished through instructional strategies using Specially Designed Academic Instruction (SDAIE) techniques, as well as structured language protocols and scaffolds as outlined in the table below.

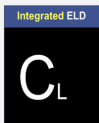
Key Components of Integrated ELD

ELD Curriculum	The general education teachers utilize an evidence-based, district-adopted program for the implementation of Integrated ELD.
Teacher Training	All general education teachers of math, science, English, and history/social studies are to receive comprehensive training on Integrated ELD. • New Teacher Institute and Site Academic Coach support • Partnership with the county or outside agencies
Academic Language	Teaching academic concepts and academic language involves teaching the language functions embedded in the academic/cognitive tasks they are encountering. The language function is the purpose of the language (ex., describe, cause and effect, sequence, etc.)
Content Common Core State Standard	The Common Core State Standards are in the forefront. The lesson should also include a language objective based on the ELD Standards. Highlighted in the GIFT Framework/Purpose COJUSD Instructional Expectations & Implementation Resources

3.3 Instructional Strategies & Scaffolds for Multilingual Learners (K-12 & Secondary Focus)

Comprehension & Academic Engagement

High-Leverage Instructional Strategies & Scaffolds	K-5 Focus Examples	6-12 Secondary Examples
Explicit Modeling: Fishbowl, document camera, teacher think-aloud. Contextualized Instruction: Visuals, realia, gestures, Total Physical Response (TPR), anchor charts. Dual Objectives: Content goals paired with explicit ELD Language objectives. Formative Assessment & Pacing: Real-time feedback, strategic pause/wait time, non-verbal comprehension checks Interactive Text Annotation & Chunking: Breaking complex texts into manageable segments with targeted tasks.	Interactive Read-Alouds: Modeling read-alouds with picture cards and physical gestures. Co-creating Visual Anchor Charts: Building word walks with images for story elements (ex., character, setting, problem/solution) Choral Reading & Echo Reading: Scaffolding fluent reading and pronunciation of new vocabulary before independent work. Planned opportunities to bridge the language. TPR: Pairing actions with high-frequency verbs and positional words during science or social studies activities.	Text Deconstruction: Modeling how to dissect complex secondary academic texts (ex., primary source documents, science labs, manuals) using code annotations (ex., underline claims, circle transition words). Disciplinary Language Objectives: Crafting objectives focused on domain-specific syntax (ex., “Students will use cause-and-effect connectors like consequently and as a result in lab reports”). Multimodal Text Frontloading: Using a 60-second video clip, infographics, or primary source photo analysis to build background knowledge before tackling dense text. Structured Text Chunking with “Say Something” Protocol: Breaking complex text into 1-2 paragraph chunks where students stop, summarize, or ask a question to a partner before reading.

		Fist-to-Five & Whiteboard Checks: Utilizing nonverbal, real-time checks for understanding complex lectures to gauge comprehension without publicly putting ELs on the spot.
Purpose & Framework Alignment Ensures grade-level content is comprehensible while maintaining cognitive rigor without simplifying academic expectations. 		

Structured Language Protocols (Oral Practice)

High-Leverage Instructional Strategies & Scaffolds	K-5 Focus Examples	6-12 Secondary Examples
Partner Protocols: Think-Pair-Share & Think-Write-Pair-Share Interactive Discussions: Inside Outside Circle, Lines of Communication, Jigsaw. Iterative Refinement: Stronger and clearer each time. Equitable Airtime: talking chips or talking stick	Give One, Get One: Sharing story predictions using sentence starters. Another example would be sharing favorite story details or science facts about the plant life cycle with a partner. Stronger & Clearer: Explaining the steps of a math problem to 3 different classmates using sentence frames "First, I... because..." Structured Academic Disagreement: Discussing whether animals should be kept in zoos, using target frames "Our evidence shows..." "On the other hand..."	Pre-writing DBQ/Argumentative Essay: Students share their thesis and evidence with 3 peers, sharpening their counter-arguments and vocabulary "However" and "Conversely" before writing their history essay. Structured Academic Controversy: Debating renewable energy policies or constitutional amendments using formal, academic stance-taking and rebuttal frames: "While I understand your point regarding ..., the data suggests..."

	Fishbowl: Inner circle discusses a character's decision in a story using character traits vocabulary; outer circle checks off when peers use targeted academic words. Lines of Communication: Rapidly practicing describing weather patterns or retelling story events with a sequence partner. Numbered Heads Together: Group members ensure everyone can explain how to solve 24/6 using a visual representation before number 3 is called Talking Chips/Talking Stick: Discussing story themes in groups of 4, ensuring shy students get equal turns to share predictions	Socratic Seminar: inner circle discusses the thematic implications of a literary text or historical event using academic discourse stems; outer circle coaches partners during a mid-seminar pause. Vocabulary & Concept Fluency: Students explain a complex scientific term or historical document excerpt to 4 different partners in rapid succession using precise domain vocabulary. Review & Synthesis: MLs/ELs share lab experiment observations, math problem-solving methods, or historical facts to compile a comprehensive study list before assessments. Numbered Heads: Teams analyze a data graph or chemical reaction. Members coach one another on how to articulate the findings using cause-and-effect transitions: "An increase in ... leads to a decrease in ..." Collaborative Project Planning: ensures equitable voice during group work in CTE, Science labs, and/or History presentations, preventing dominant speakers from monopolizing airtime.
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Purpose

The primary purpose of structured oral language protocols is to provide a low-anxiety, highly predictable framework that guarantees equitable participation and active student talk. Instead of relying on unstructured partner discussions, these protocols give Multilingual Learners the necessary time, peer support, and repetition needed to process complex academic content without lowering cognitive expectations.

Language Output

The structured nature of these protocols transforms casual or social language into formal, disciplinary academic discourse:

- **From Social to Academic (BICS to CALP):** Shifts student output from informal conversational phrasing (e.g., *"It goes up because of that"*) to precise academic syntax (e.g., *"According to the data, an increase in ... leads to a direct increase in ..."*).
- **Cross-Disciplinary Literacy:** Builds automaticity in using domain-specific vocabulary, complex transition words (*consequently, conversely, furthermore*), and evidence-based stance-taking across ELA, Math, Science, and Social Studies.
- **Iterative Refinement:** Encourages students to practice, rephrase, and polish their oral statements with peers before moving to formal written tasks, leading to higher-quality, scaffolded writing output.
- **Articulatory Muscle Memory:** Uses choral and peer repetition to help students gain confidence and oral fluency in pronouncing complex multisyllabic academic words and multi-clause sentence structures.

BICS vs. CALP: Quick Reference Guide

First conceptualized by Dr. Jim Cummins, this framework distinguishes between social conversational fluency and academic language proficiency, serving as a foundational theory for California's ELA/ELD Framework and the CA EL Roadmap.

- **BICS (Basic Interpersonal Communicative Skills)**
 - **Definition:** Conversational, social language used in everyday, informal interactions (e.g., playground, hallway, cafeteria).
 - **Context:** Highly context-embedded (relies heavily on non-verbal cues, gestures, facial expressions, and immediate visual surroundings).
 - **Timeframe:** Typically acquired within 1 to 2 years of immersion in an English-speaking environment.
 - **Cognitive Demand:** Low cognitive complexity.

- **CALP (Cognitive Academic Language Proficiency)**

- **Definition:** Formal academic language required for grade-level reading, writing, abstract reasoning, and disciplinary discourse across core content subjects.
- **Context:** Context-reduced (relies on explicit written or spoken text with fewer visual or non-verbal cues).
- **Timeframe:** Typically takes 5 to 7 years (and up to 7–10 years for secondary newcomers without prior formal schooling) to reach parity with native English-speaking peers.
- **Cognitive Demand:** High cognitive complexity.

Scaffolds for Oral & Written Production

High-Leverage Instructional Strategies & Scaffolds	K-5 Focus Examples	6-12 Secondary Examples
Differentiated Sentence Frames & Starters Claim-Evidence-Reasoning (CER) & Writing Templates Deconstructing & Reconstructing Complex Sentences Interactive Anchor Charts & Co-Created Posters Cognate & Thematic Word Walls Mentor text & Annotated Exemplars Paragraph & Essay Stems with Signal words	Tiered language prompts to scaffold targeted grammar and discourse structures: Emerging “In the story...feels...” Expanding “The character feels... because ...” Bridging “The character’s actions suggest that they feel..., as evidenced by ...” Opinion Writing: Frame “I believe ... One reason is ... Also, ... Therefore, ..” Unpacking compound sentences in read-alouds: “The dog ran, but the cat hid”→Identifying how “but” changes the meaning. Co-created chart: “Transition Word Tree” (First, Next, Then, Last) with supporting pictures.	Tiered language prompts to scaffold targeted grammar and discourse structures: Emerging “The data shows that ...” Expanding “Although the data indicates ..., it also reveals ...” Bridging “While initial data suggests ..., a deeper analysis reveals ..., which implies ...” Lab Report/DBQ Frame: “The author asserts that [claim]. This is supported by [evidence]. This demonstrates [reasoning] because...” Secondary Content Analysis: Taking a 35-word sentence from a history primary source or science journal, identifying the core subject/verb, and analyzing

	Alphabetical vs Categorized: Grouping words that describe character traits” along Spanish cognates (ex., generous/generoso) Color-coding a model paragraph: Yellow for topic sentence, blue for supporting details, green for concluding sentence. Transition Banks: Sequence signal words for narrative retellings (<i>Suddenly, After that, Finally</i>).	relative clauses (which, who, where) or nominalizations. Disciplinary Discourse Stems Poster: Walls featuring academic stance-taking phrases categorized by purpose (“Adding and idea.” “Politely disagreeing.” “Citing evidence”) Secondary Cross-Disciplinary Root Walls: Highlighting Greek and Latin roots, prefixes, and suffixes (bio-, photo-, -tion) to unlock technical secondary vocabulary across content. Annotated A-G Exemplars: Color-coding a model DBQ essay to highlight claim statements, transition phrases, embedded quotes, and analytical commentary. Advanced Analytical Transitions: Banks categorized by function: <i>Counter-argument</i> (Conversely, On the contrary), <i>Emphasis</i> (Undoubtedly, Significantly), <i>Illustration</i> (For instance, To demonstrate).
Purpose The primary purpose of oral and written production scaffolds is to provide a temporary, high-leverage framework that translates students' thinking into formal academic language without lowering cognitive expectations. These tools reduce cognitive load, enabling Multilingual Learners to actively participate in rigorous, grade-level coursework alongside native English-speaking peers during both Integrated and Designated ELD.		

Furthermore, scaffolds are designed to be intentionally "faded" or reduced as students gain English proficiency along the ELD continuum.

Language Output

By grounding instruction in structured writing and speaking frameworks, student output transforms from informal, social communication to precise, disciplinary literacy:

- **Syntactic Elevation:** Moves student output from basic, informal statements to structured compound and complex sentences utilizing academic signal words and precise syntax.
- **Disciplinary Writing Mechanics:** Scaffolds the logical organization of formal text types, such as Claim-Evidence-Reasoning (CER) in Science and Document-Based Question (DBQ) argumentative essays in History.
- **Targeted Academic Vocabulary:** Accelerates the active use of domain-specific vocabulary, transitional phrases, and cross-disciplinary Latin/Greek roots across core subjects.
- **Confidence & Structural Independence:** Gives students clear, visual models (exemplars, paragraph frames, anchor charts) that build self-efficacy and prepare them for independent academic writing and speaking

Primary Language Assets & Cross-Linguistic Transfer

High-Leverage Instructional Strategies & Scaffolds	K-5 Focus Examples	6-12 Secondary Examples
Domain-Specific & Morphological Cognate Analysis Strategic Translanguaging for Ideation & Drafts Comparative Syntax & Structural Contrast Bilingual Glossaries & Primary Language Reference Materials	Basic Cognates: Mapping high-frequency words (<i>family/familia, animal/animal, important/importante</i>). False Cognates: Explicitly clarifying confusing pairs (<i>embarrassed / embarazada; exit / éxito</i>). Small Group	Disciplinary Science/Math Roots: Explicitly teaching Latin/Greek roots shared across languages (<i>biodiversity/biodiversidad, photosynthesis/fotosíntesis, fraction/fracción</i>). Content Concept Mapping: Analyzing abstract academic terms (<i>constitution/constitución, democracy/democracia</i>).

Primary Language Frontloading (Preview-View-Review)	Brainstorming: Allowing students to discuss a story prompt in Spanish with peers before completing an English graphic organizer. Adjective/Noun Placement: Explicitly teaching that English puts adjectives before nouns (<i>"the red car"</i>), whereas Spanish typically places them after (<i>"el carro rojo"</i>) Visual Bilingual Picture Dictionaries: Utilizing illustrated glossaries for foundational science units (e.g., life cycles, weather elements). Preview-View-Review: Listening to a read-aloud story in Spanish during home-language support time before reading the English version during ELA.	Complex Pre-Writing & DBQ Outlines: Allowing secondary MLs/ELs and Newcomers to research, take notes, and outline a complex history essay or science lab report in their primary language before drafting in English. Capitalization & Punctuation Rules: Comparing syntax rules (e.g., in English, languages, months, and nationalities are capitalized; in Spanish, they are lowercase: <i>English/inglés, Spanish/español</i>). Subject Pronoun Omission: Explicitly addressing dropped subject pronouns in Spanish (<i>"(Ellos) Comieron"</i> → <i>"They ate"</i>). Academic Disciplinary Glossaries: Equipping secondary ELs with subject-specific glossaries (Algebra, Physics, U.S. History) featuring primary language definitions for technical terms. Video Frontloading: Watching a 2-minute introductory video on cell mitosis or the American Revolution in Spanish <i>before</i> reading the English textbook chapter.
Purpose The primary purpose of cross-linguistic scaffolding is to treat a student's home language as a powerful cognitive bridge rather than an impediment. Grounded in CA EL Roadmap		

Pillar 1, these strategies leverage students' existing linguistic abilities to accelerate English literacy, deepen metalinguistic awareness, and maintain high cognitive rigor in content classes without causing cognitive overload.

Language Output

- **Metalinguistic Awareness:** Students develop the ability to compare, contrast, and intentionally choose grammatical structures between Spanish and English.
- **Rapid Academic Vocabulary Growth:** Unlocks thousands of academic words instantly through systematic cognate mapping across Science, Math, and Social Studies.
- **Higher-Level Pre-Writing Output:** Translanguaging protocols allow secondary students to produce rich, evidence-based outlines and complex analytical arguments that reflect their true intellectual ability—rather than being limited by early-stage English vocabulary.

Resources:

[CA ELA/ELD Framework](#)
[The California English Learner Roadmap- California's Together](#)
[Tulare County Office of Education- ELD Resources](#)
[California County Superintendents Educational Services Association English Learner Toolkit of Strategies](#)

3.4 Biliteracy Pathways and Seal of Biliteracy

The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma and transcript. It is a symbolic statement of accomplishment for future employers and for college admissions.

Purpose of Seal of Biliteracy Program

- Recognize and value bilingualism and biliteracy
- Encourage Multilingual Learners to pursue full proficiency in English and in their primary language

- Officially certify attainment of biliteracy and/or bilingualism on school transcripts
- Affirm the value of diversity and honor the cultures of our community
- Provide students with 21st Century skills

Link to poster that outlines the criteria for obtaining the [Seal of Biliteracy](#).

The Biliteracy Pathways Recognitions

The Biliteracy Pathway Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English.

1. To encourage students to study languages, continue their language study, and become multilingual.
2. To raise awareness about the State Seal of Biliteracy requirements and ensure that multilingual students have the information they need to meet these requirements and earn the State Seal of Biliteracy upon graduation from high school.
3. To certify progress toward biliteracy.
4. To prepare students with twenty-first century skills.
5. To recognize and promote world language instruction in public schools.
6. To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures, histories, and languages of a community.
7. To implement principles one and four of the CA EL Roadmap Policy by creating an aligned and articulated pathway to multilingualism that embraces students' home and community languages and cultures as assets.

The COJUSD Biliteracy Recognitions are:

- Elementary- Certificate of Completion of Dual Language Program
- Middle School- Certificate of Completion of DI Heritage Language Elective Course
- High School- CA Seal of Biliteracy

Resources

[CA State Seal of Biliteracy](#)
[CA Biliteracy Pathways](#)
[State Seal of Biliteracy Frequently Asked Questions](#)

Chapter 4



Monitoring Student Progress & Reclassification

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

4.1 Monitoring of Progress

The progress of our Multilingual Learners/English Learners is monitored using district and state assessment instruments, including the ELPAC; the Smarter Balanced Assessment for California (SBAC); STAR; Grades and Teacher Feedback. The district's adopted curriculum includes daily formative assessments, as well as weekly and unit assessments to monitor the progress of our students in their English Language Development. ELD teachers use the results of the assessments to make informed instructional decisions, provide feedback to students, and as a basis for providing grades at the end of every grading period.

Multilingual Learner Online Accountability System

The district has partnered with Ellevation which provides one of the most comprehensive ML/EL online program management systems. It organizes ML/EL student data, enables accurate reporting, and supports instructional planning for multilingual students. Ellevation provides one platform that allows the district to manage the entire EL program. Program accountability is more important than ever, and decisions must be informed by accurate student data.

Here are some key areas that Ellevation supports:

- Provides Data Dashboards
- Contains unified data such as ELPAC, SBAC & STAR scores
- Comprehensive individual student data, services, interventions, notes, and documents

-
- Streamlines Reclassification
 - Digitizes RFEP Monitoring
 - Streamlines EL Monitoring
 - Generates translated Parent Notification letters

Our staff is trained on how to use Ellevation to monitor both our Multilingual Learners/English Learners and our students who have been reclassified to Fluent English Proficient (RFEP). In addition, our District and Site Administrators monitor our Multilingual Learners/English Learner progress with the platform.

Smarter Balanced Assessment for California (SBAC)

The Smarter Balanced Summative Assessments are comprehensive, end-of-year assessments for English language arts (ELA) and mathematics. They are aligned with the Common Core State Standards (CCSS) for English language arts (ELA) and mathematics and measure progress toward college and career readiness. The tests capitalize on the strengths of computer adaptive testing, efficient and precise measurement across the full range of achievement and the timely turnaround of results. Students in grades 3 - 8th, and 11th take the SBAC every year in the spring.

4.2 Summative English Language Proficiency Assessments for California (ELPAC)

The Summative ELPAC is a required state test given to students who have already been identified as English learners (EL students) based upon Initial ELPAC results. The Summative ELPAC is given in the spring every year to measure how well students are progressing with English development in each of the four domains: listening, speaking, reading, and writing.

The Summative ELPAC Purpose

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important to ensure that students continue to receive the support they need to do well in all content areas. Multilingual Learners/English Learners will take

the assessment every year until they meet the criteria for reclassification as fluent English proficient.

Parent Notification of Testing

Parents will receive parent notification letters of testing for the Summative ELPAC, which will include information on how to take the practice ELPAC at home. In addition to Parent Resources on the district website, parents can also learn how to support their child on the ELPAC during the ELAC and DELAC meetings. Parent Notification letters are provided in English and Spanish. If families request any other languages, the district will provide translation.

Summative ELPAC Scores

Parents will also receive a parent notification letter of the results of the Summative ELPAC scores. The ELPAC scores are explained at the DELAC and ELAC parent member meetings. Students are given a level of 1 - 4.

ELPAC Overall Proficiency Level
Level 1 Beginning to Develop
Level 2 Somewhat Developed
Level 3 Moderately Developed
Level 4 Well Developed

The score reports have 3 main score categories:

- Overall Performance Level
- Overall Oral: composed of listening and speaking domains
- Overall Written: composed of the reading and writing domains



Source: generated by Gemini Notebook with CDE Guidance

Students with Disabilities/ Dually Identified Students

Information on accessibility resources for students with 504 plans and IEPs can be found on the [ELPAC Accessibility Resource](#) page. Students with mild to moderate disabilities are provided with designated supports or accommodations as noted in their Individualized Education Program (IEP). Multilingual Learners/English Learners with a significant cognitive disability may qualify to take the Alternate ELPAC. Accommodations and the Alternate ELPAC are covered in more detail in Chapter 5.

Expectations on progress of English Language Proficiency level

The goal is for our Multilingual Learners/English Learners to develop full proficiency in English in listening, speaking, reading, and writing within five to seven years of receiving ELD services. Students who have not exited the ELD program after 6 years of being in school are referred to as Long-Term English Learners (LTELs).

A Long-Term English Learner is a Multilingual Learner/English learner student enrolled in grades 6 through 12, inclusive, who meets all of the following state criteria:

-
1. **Enrollment Duration:** Has been enrolled in U.S. schools for six (6) or more years.
 2. **Language Growth:** Has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level (as measured by the state English Language Development assessment/ELPAC).
 3. **Academic Performance:** For students in grades 6 through 9, inclusive, scored at the "Standard Not Met" level (or below basic/far below basic) on the prior year's English Language Arts (ELA) CAASPP assessment.

Note: Per EC § 313.1(b), a student in grades 3 through 12 who has been in U.S. schools for 4 to 5 years and has not made adequate progress on state assessments is classified as an "English Learner At Risk of Becoming a Long-Term English Learner."

Parents are provided with information on how to access data such as Summative ELPAC scores and state test results during ELAC meetings and other forms of outreach.

4.3 Reclassification to Fluent English Proficient (RFEP)

Multilingual Learners/English Learners will be reclassified as Fluent-English Proficient (RFEP) when they have acquired the English language skills necessary to receive instruction and achieve academic progress in English at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. The reclassification criteria validate each student's readiness to exit from the English Language Development program by demonstrating achievement and mastery of grade-appropriate standards-based assessments in the following areas:

- English language proficiency, in reading, writing, speaking, and listening; and
- Academic achievement on grade level relative to English-Proficient students

In accordance with state and federal requirements, COJUSD has adopted a Reclassification process to enable students identified as Multilingual Learners/English Learners to exit ELD

program services and participate in their classrooms as RFEPs. The process has 4 clearly defined criteria:

- Criterion 1- English Language Proficiency Assessment for California (ELPAC)- overall score of 4 for ELPAC & a score of 3 for alternate ELPAC
- Criterion 2- Teacher Evaluation- teacher receives a feedback document sharing observations and data on oral language and evaluation of the student
- Criterion 3- Parent Opinion and Consultation
- Criterion 4- Basic Skills Relative to English-Proficient Students

Link provided to see details on Criterion 4 Cutpoints: [COJUSD Approved Criteria for Reclassification](#).

Each year, the District Administration analyzes data to ensure that basic skills criteria are relative to English-Proficient students and their performance.

The reclassification criteria is to be shared with parents/families at DELAC and ELAC meetings every year. In addition, our entire COJUSD team is updated with any new board-approved updates.

Steps to Reclassification

District and school staff will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all Multilingual Learners.

Reclassification Process		
Steps	Who	Action
1	District EL Clerk and Administrator of Dual Immersion & Bilingual	At the start of every school year, the district EL Clerk adjusts the filters with the most up-to-date scores for Criteria 1 and Criteria 4. After verification from the District Administrator, a monitoring window is started for Elementary and Secondary.

Reclassification Process		
Steps	Who	Action
2	District EL Clerk	If all criteria are met, the EL Clerk pushes out Teacher input forms via Ellevation and notifies the Site EL Coordinator. Site EL Coordinators monitor that teachers are filling out the forms and submitting them promptly.
3	District EL Clerk	Schedules meetings in Ellevation to review data, complete consultation with parents, and collect signatures from the EL Site Coordinator or Principal. Note: all members of the “meeting” do not have to be present at once, and consultation can occur virtually or on the phone.
4	Administrator of DI & Biliteracy	Reviews data for final decision. Then notifies the school sites of new status. In Secondary, emails counselors to ensure that they no longer need a stand-alone D-ELD course and schedule is updated.
5	EL Clerk	Updates English Learner Status in Student Information System from EL to RFEP (Reclassified Fluent English Proficient) and in CALPADS. Then notifies our District CALPADS Data Specialist.
6	CALPADS Data Specialist	Updates CALPADS with new status and system, then updates Aeries & CAASPP system in TOMS.

After each testing period and grading period, the Administrator of Dual Immersion and Biliteracy monitors students who are still waiting to meet Criteria 4 to reclassify and then goes through the entire process if the student met the basic skills criteria with the most up-to-date data.

Parent Consultation

One of the four points of criteria for reclassification is the parent consultation. The District EL Clerk makes arrangements to consult with the parent/caregiver to review the student's academic progress once the teacher input forms have been filled out.

During the meeting, the District EL Clerk explains the following:

- To be reclassified means that the student will no longer receive ELD services.
- Reclassified students will be monitored for 4 years, and if the student is not meeting grade-level expectations, a meeting will be held to determine what services/intervention can be provided.

The consultation can take place by video conference or telephone if the parent is unable to come to the school. The consultation must be documented on the Reclassification Form in Ellevation and uploaded to the student's digital file. If the District EL Clerk is unable to contact the parent/caregiver, the District EL Clerk must document attempts to communicate with the family at least 3 times and then seek support from the Site Administrators.

Timeline for reclassification

While reclassification can happen at any point during the school year, COJUSD will have reclassification workflow periods three times a year. This work will occur at the beginning of the year and at the end of any grading period for elementary. In secondary, after Renaissance STAR testing windows.

Recognition and Celebration

Each school site will recognize students who have been reclassified to Fluent English Proficient, in one or more of the following ways: during an ELAC meeting or assembly, through newsletters and oral announcements, and letters or certificates sent home to the families. Once students are reclassified, the school will monitor their progress for four years to ensure they are being successful in their current program placement. Reclassified students having difficulty on grade level standards will have access to the support services offered at the site to all students who are not meeting standards. Support services are outlined on the Site Single Plan of Student Achievement.

4.4 Monitoring Reclassified Students

RFEP student progress is monitored after every grading period through site protocols and District Data Chats. Each May, a monitoring cycle is documented in the Ellevation system to

ensure site administrators can effectively track student progress and provide necessary support.

The California Department of Education states that, “during this monitoring time, school districts ensure RFEP students have met the same academic achievement goals set for all students. If these students do not yet meet that standard, intervention and support is to be provided. These services are not dependent on specialized funds.” (20 U.S.C. Section 6841(a)(4)(5); California Code of Regulations, Title 5, Section 11304.)

COJUSD staff can use Ellevation to review current grades and assessments of our students who have exited the ELD program. If the data indicates a student is not performing at grade level the RFEP monitoring Lead staff member will determine next steps (i.e. discuss the student at Tier II/III meeting and/or schedule an SST meeting to determine appropriate intervention). The four year monitoring process ensures that Multilingual Learners/English Learners have not been prematurely exited, and that they are meaningfully participating in the district’s educational programs comparable to their English Only peers.

Resources

[California Assessment of Student Performance and Progress \(CAASPP\) System Fact Sheets](#)

[Summative ELPAC Fact Sheet](#)

[Example Student Score Reports](#)

[ELPAC Practice Tests](#)

- [COJUSD Data Update Overview](#) C&I Update

Chapter 5



Dually Identified Students

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Educators must understand the complex interrelationships of language, culture, and learning differences when making decisions about program placement, instruction, testing, and reclassification for Multilingual Learner/English Learners with disabilities so that they may receive the full benefit of their education. Multilingual Learners/English Learners with disabilities are called Dually Identified students, as it refers to speaking a language other than English and also having an Individualized Education Plan. Toward that end, the California Legislature passed Assembly Bill 2785 that led to the development of California Practitioners' Guide for Educating English Learners with Disabilities. This guide, written in 2019, provides information on identifying, assessing, supporting, and reclassifying Multilingual Learners/English Learners who may qualify for special education services or already have an Individualized Education Plan (IEP).

The California Department of Education guide can be found here: Educating English Learners with disabilities. There are many tools in the appendix, including an IEP Team checklist for ELs on page 441. COJUSD policies and procedures for Dually Identified Students were developed in accordance with the CDE guide.

Resources

[California Practitioners' Guide for Educating Multilingual Learners with Disabilities](#)

5.1 Special Education Eligibility Assessment of Multilingual Learners/English Learners

Multilingual Learners/English Learners have access to Special Education services just as all other students in COJUSD. Before initiating an assessment plan for special education, careful review of multiple measures by the school Tier II/III Team is used to determine whether student performance/behaviors are related to expected patterns of second language acquisition. The team can use the Language Acquisition versus Learning Disability tool and other tools for evaluation. If it is determined that a Multilingual Learner/English Learner needs to be given a special education eligibility assessment, testing will be initiated upon the parent's written approval. When possible, assessment will be conducted in the primary language of the student and English, making certain that cultural differences are taken into consideration when determining eligibility.

The person who conducts the eligibility assessment will provide the Individualized Education Plan (IEP) team with information to help the team understand the impact of the student's disability as it relates to a Multilingual Learner/English Learner. IEP teams will consult with at least one site or district staff person who can assist the IEP team in determining what special education services are necessary to provide the ML/EL student with access to core curriculum instruction. The IEP must outline instructional decisions related to the student's language acquisition and include a goal that addresses English Language Development. Multilingual Learners/English Learners in grades K–12 with an IEP are to receive Designated and Integrated instruction from authorized teachers.

Special Education staff will receive the same training as general education staff in working with Multilingual Learners. If needed, Bilingual staff should be assigned to the program wherever possible to provide direct support to Multilingual Learners/English Learners with an IEP.

Individual Education Plan (IEP) for Dually Identified Students

Guidelines for prepping for IEP for EL student with IEPs:

- Include an IEP team member with English language development expertise who is

knowledgeable about cultural competence and is able to interpret ELPAC results;

- Ensure that the parent/caregiver understands and participates in the IEP team meeting, including arranging for an interpreter; and
- In accordance with state and federal law, parents/guardians whose primary language is not English have the right to request a translated copy of their child's completed Individualized Education Program (IEP) and related assessment reports. Upon parental request, COJUSD will provide a written translated copy of the IEP within 30 calendar days of the request

It is recommended that the following content be included in the IEP:

- The present levels of performance: Identify the student as an ML/EL; Identify the language proficiency assessment used (ELPAC or Alternate ELPAC) and interpret results; Document the student's levels of performance in their primary language when feasible and in English
- The special factors considerations: Indicate if the student requires primary language support; Indicate the student's type of instructional program and language of instruction; Identify how English Language Development (ELD) instruction will be provided
- The linguistically appropriate IEP goals and objectives created with the input of the speech teacher and the ELD teacher (when possible).

5.2 ELPAC and Alternate ELPAC

Dually Identified Students must take the annual Summative ELPAC or Alternate ELPAC to measure progress toward English proficiency.

Summative ELPAC and Accessibility Resources

Students with specific learning needs often require accessibility resources to fully engage and demonstrate mastery of content during instruction and on assessments. To better serve them, the ELPAC provides a wide range of resources to ensure that test administration meets the needs of all students, including students with disabilities.

The California Assessment Accessibility Resources Matrix outlines the embedded and non-embedded universal tools, designated supports, accommodations, and unlisted resources permitted across the California Assessment of Student Performance and Progress (CAASPP) and ELPAC systems.

- **Universal Tools** are available to all students based on student preference and selection.
- **Designated Supports** are available to all students when determined necessary by an educator or team of educators (with parent/caregiver and student input, as appropriate) or specified in the student's Individualized Education Program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on the Summative ELPAC to all eligible students if specified in the student's IEP or Section 504 plan. In accordance with California Education Code (EC § 56345[a][1][C]), the IEP must include: "A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments."

The Designated ELD teacher works collaboratively with the Special Education Case Manager and IEP team to ensure appropriate test settings and accommodations are formally documented in the student's IEP and properly assigned in the Test Operations Management System (TOMS).

Resource
[ELPAC Accessibility Resource Page](#)

Alternate ELPAC

Multilingual Learners/English Learners with the most significant cognitive disabilities may qualify to take the Alternate ELPAC. To participate in the California Alternate Assessments (CAAs) or Alternate ELPAC, a student must meet all three of the following criteria:

- **Significant Cognitive Disability:** The student has a most significant cognitive disability that impacts intellectual functioning and adaptive behavior.

- **Content Standards Alignment:** The student is learning content derived from the California Common Core State Standards (CA CCSS), the California Next Generation Science Standards (CA NGSS), or is acquiring English language proficiency derived from the 2012 California ELD Standards.
- **Extensive Support Requirements:** The student needs extensive, direct individualized instruction and substantial support to achieve measurable gains in the grade-level and age-appropriate curriculum.

The IEP team, in conjunction with the Administrator of Dual Immersion and Biliteracy, utilizes the CDE Alternate Assessment Decision-Making Tool as a guide to evaluate student data and determine eligibility.

Participation in the Alternate ELPAC must be explicitly stated and documented in the student's IEP. Students who are eligible for and take the Alternate ELPAC must also take the California Alternate Assessments (CAAs) for English Language Arts, Mathematics, and Science rather than the general Smarter Balanced Summative Assessments (SBA) and general CAST. All alternate test settings must be assigned in the TOMS prior to testing.

A student is identified as "making progress" if taking the Alternate Summative ELPAC by the state if they advance by one or more levels, sustain Level 3 proficiency, or demonstrate a scale score increase of ten or more points.

Resources

[Alternate ELPAC Decision-Making Tool](#)
[Summative Alternate ELPAC Fact Sheet](#)
[Alternate ELPAC Task Type Information](#)
[Alternate ELPAC Score Ranges](#)
[Alternate ELPAC Blueprint](#)

5.3 Reclassification of Dually Identified Students

When Multilingual Learners (MLs) demonstrate that they have acquired the necessary English skills to reach grade-level standards and access core curriculum, they are considered for reclassification as Fluent English Proficient (RFEP). Per the CDE ELPAC Information Guide and California Education Code, dually identified students, including

those with severe cognitive disabilities, must be provided equal opportunities to reclassify as students without disabilities.

The state of California establishes four standardized criteria for reclassifying dually identified students. IEP teams no longer make independent determinations for Criterion 1; all dually identified students must meet established standardized thresholds.

In accordance with state and federal requirements, COJUSD has adopted a Reclassification process to enable students identified as Multilingual Learners/English Learners to exit ELD program services and participate in their classrooms as RFEPs. The process has 4 clearly defined criteria:

- Criterion 1- English Language Proficiency Assessment for California (ELPAC)- overall score of 4 for ELPAC & a score of 3 for Alternate ELPAC
- Criterion 2- Teacher Evaluation- teacher receives a feedback document sharing observations and data on oral language and evaluation of the student
- Criterion 3- Parent Opinion and Consultation
- Criterion 4- Basic Skills Relative to English-Proficient Students

Link provided to see details on Criterion 4 Cutpoints for students who take the Alternate ELPAC: [COJUSD Approved Criteria for Reclassification](#).

The process for reclassification has the same steps taken as the Summative ELPAC, and monitoring of student progress is the same, with the addition of the annual IEP meeting to check progress and provide needed support.

Chapter 6



Staffing & Professional Development

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Educators, administrators, and support staff form a collaborative professional learning community dedicated to ensuring all Multilingual Learners/English Learners reach high academic standards. To meet the goals outlined in the EL Master Plan and the Local Control and Accountability Plan (LCAP), the district hires highly qualified personnel and delivers continuous, asset-based professional development.

6.1 Recruitment and Hiring

The district prioritizes recruiting, hiring, and retaining educators committed to asset-based pedagogy, cultural responsiveness, and linguistic equity.

- Credentialing and Authorizations:** Teachers assigned to provide Designated and Integrated English Language Development (ELD) must hold appropriate California Commission on Teacher Credentialing (CTC) authorizations, such as a Crosscultural, Language, and Academic Development (CLAD) certificate, California Teachers of English Learners (CTEL) authorization, or Bilingual, Crosscultural, Language and Academic Development (BCLAD) authorization. With single subject credentialed teachers, the teacher must hold the EL Authorization.
- Dual Language Immersion Staff:** Teachers in Dual Language Immersion program must hold a BCLAD or equivalent bilingual authorization demonstrating Spanish language proficiency, knowledge of biliteracy development, and cultural competence. Classified staff and instructional aides serving DLI classrooms are also recruited to be bilingual whenever possible.
- Classified Support & Leadership:** Instructional aides, tutors, and Community Coordinators are hired to offer primary language support, assist newcomers, and

bridge home-school communications. School sites assign Site EL Coordinators, lead teachers, and coaches to oversee program implementation and master scheduling.

6.2 Professional Development

Professional learning is aligned with the California EL Roadmap and Title II/III LCAP allocations to enhance teacher quality, refine instructional craft, and improve outcomes for unduplicated student populations.

- **Designated and Integrated ELD Training:** All core content teachers receive explicit training on integrating ELD standards with Common Core State Standards using Specially Designed Academic Instruction in English (SDAIE) techniques, structured language protocols, and academic vocabulary scaffolds. ELD teachers receive specialized training on district-adopted ELD curricula and formative assessment tools.
- **Asset-Based & Culturally Responsive Pedagogy:** Professional learning emphasizes leveraging students' primary languages as learning assets, incorporating translanguaging strategies, cognate instruction, and culturally relevant materials.
- **Dual Language & Biliteracy:** DLI educators engage in ongoing training focused on language allocation models, transferability of literacy skills, metalinguistic awareness, and the Three Pillars of Dual Language.
- **Special Education & ML/EL Alignment:** Joint professional development between Special Education case managers and ELD specialists focuses on distinguishing language acquisition from learning disabilities, writing linguistically appropriate IEP goals, and administering the Alternate ELPAC.
- **Data-Driven Collaboration:** Professional Learning Communities (PLCs) utilize platforms like Ellevation or Illuminate and local benchmark data to monitor ML/EL progress, adjust instructional groupings, and evaluate the effectiveness of academic interventions.

6.3 Strategic Partnerships and County-Level Support

To ensure high-quality instruction, systemic alignment, and continuous capacity building across all levels of leadership and teaching, the district maintains a robust, ongoing partnership with the Tulare County Office of Education (TCOE) and other agencies.

- **County Office Collaboration & Content Coaching:** The district collaborates directly with TCOE instructional coaches to deliver embedded, content-specific coaching for educators. TCOE coaches work side-by-side with teachers in content-area disciplines to refine pedagogical practices, implement ELD standards, and optimize student-centered learning strategies.
- **Monthly Extended Learning Series:** All district teachers participate in monthly Extended Learning sessions designed to build pedagogical capacity, deepen subject-matter expertise, and promote evidence-based language acquisition strategies.
- **District & Site Leadership Development:** TCOE partners with district and site administrators to provide dedicated Curriculum and Instruction (C&I) training focused on instructional leadership, curriculum alignment, and systemic monitoring of Multilingual Learner programs.
- **Site-Specific Lesson Studies:** School sites engage in collaborative Lesson Study cycles supported by instructional coaches and C&I team members. These site-tailored cycles allow grade-level and department teams to collaboratively design, observe, analyze, and refine lessons targeting the specific academic and linguistic needs of their students.
- **New Teacher Institute, Induction & Ongoing Series:** Early-career educators receive comprehensive onboarding through a New Teacher Institute, followed by an ongoing professional learning series throughout the academic year. This continuum of support provides targeted mentoring, foundational ELD instruction techniques, classroom management strategies, and continuous professional growth opportunities.

Resources

[Most Recent data projection & ML Actions for year](#)

Chapter 7



Parent, Family and Community Engagement

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

The district recognizes that authentic family and community engagement is essential to the academic, linguistic, and socio-emotional success of Multilingual Learners/English Learners. Grounded in Principle 1 of the California EL Roadmap, which values families as vital partners and cultural assets, the district establishes welcoming environments, transparent communication, structured advisory councils, and comprehensive family support services.

7.1 Welcoming School Climate and Two-Way Communication

Schools maintain an inclusive, culturally responsive environment where families feel respected, valued, and empowered as active decision-makers in their children's education.

- **Language Access:** All written communications, student progress reports, state testing results, and district notifications are provided in the home languages of families (e.g., Spanish). Oral interpretation is provided for parent-teacher conferences, site meetings, and district hearings.
- **Two-Way Communication Channels:** Schools leverage digital platforms, home visits, parent forums, and regular parent-teacher conferences to foster ongoing dialogue regarding academic expectations and language acquisition milestones.

7.2 Advisory Committees and Parent Leadership

Parents of Multilingual Learners/English Learners are actively involved in district and site-level governance, advisory, and advocacy roles to shape ML/EL programming and resource allocations.

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- **English Learner Advisory Committee (ELAC):** School sites with 21 or more Multilingual Learners establish an active ELAC. ELAC advises the principal and site staff on programs and services for MLs/ELs, assists in the development of the Single Plan for Student Achievement (SPSA), and aids in the site's needs assessment.
 - **District English Learner Advisory Committee (DELAC):** Representatives from site ELACs form the DELAC to advise the Board of Trustees and superintendent on the District Master Plan, LCAP goals, reclassification procedures, and district-wide program evaluations.
 - **Parent Leadership Training:** The district provides structured training to ELAC/DELAC officers and members, equipping them with the knowledge to analyze student data, understand school budgets, and advocate effectively for ML/EL programs.

English Learner Advisory Committee (ELAC)

Legal Requirements

- *Mandated Formation:* Pursuant to California Education Code Sections 52176(b) and 62002.5, every public school with 21 or more identified English Learners (ELs) must establish a functional English Learner Advisory Committee (ELAC).
- *Proportional Composition:* Parents or guardians of MLs/ELs must make up at least the same percentage of the ELAC membership as their children represent of the total school enrollment. Other members may include school staff, parents of non-EL students, or community members.
- *Greene Act Compliance:* ELAC meetings are open to the public and governed by California Education Code Section 35147 (the Greene Act). Agendas must be posted publicly at least 72 hours in advance, and official minutes must be kept and archived.

California law requires the ELAC to carry out four specific advisory tasks:

- *SPSA Advisement:* Advise the principal and school site staff on the development, review, and refinement of the site plan for MLs/ELs, submitting recommendations to the School Site Council (SSC) for inclusion in the Single Plan for Student Achievement (SPSA).

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- *Needs Assessment*: Assist in conducting a comprehensive schoolwide needs assessment to identify academic and socio-emotional gaps affecting MLs/ELs.
 - *Language Census Review*: Assist in reviewing the school's annual language data via the Fall CALPADS Certification and student achievement metrics.
 - *Attendance Awareness*: Help develop strategies and outreach efforts to make parents aware of the importance of regular school attendance.

Requirements & Governance

- *Voting Eligibility*: Parents or guardians of Multilingual Learners/English Learners elect the parent members of the ELAC. All parents of EL students must be given the opportunity to participate and vote.
- *DELAC Representative Election*: Each ELAC must elect at least one of its ML/EL parent members to serve as the site representative/delegate to the District English Learner Advisory Committee (DELAC).
- *Officers*: Executive officers (Chairperson, Vice-Chairperson, DELAC Delegate) must be parents or legal guardians of English Learners.

Mandated District Support & Training

- *Capacity Building*: The district must provide all ELAC members with training and materials needed to carry out their legal obligations, planned in full consultation with the committee members.
- *Fund Usage*: Federal (Title III) and state/district funds may be used to cover reasonable expenses associated with training and participation, including childcare, translation services, transportation, and light refreshments.

District English Learner Advisory Committee (DELAC)

Legal Requirements

- *Mandated Formation*: Pursuant to California Education Code Sections 52176(a), 52063(b), and 5 CCR Section 11308, any school district with 51 or more identified English Learners (ELs) must establish a functional District English Learner Advisory Committee (DELAC).

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- *Majority Composition:* Parents or guardians of Multilingual Learners/English Learners who are not employed by the school district must constitute the simple majority (51% or more) of the committee's total membership.
 - *Greene Act & Public Notice:* DELAC meetings are open to the public and governed by California Education Code Section 35147 (the Greene Act). Public notice and agendas must be posted at least 72 hours prior to all scheduled meetings, with official minutes recorded and made accessible.

The local governing board must explicitly seek DELAC advice on seven specific state-mandated items:

- *District Master Plan:* Development or revision of a comprehensive district master plan for MLs/ELs education programs and services, taking into consideration individual school site plans.
- *District Needs Assessment:* Conducting a comprehensive districtwide needs assessment on a school-by-school basis.
- *Program Goals and Objectives:* Setting districtwide goals and objectives for educational services provided to MLs/ELs.
- *Staff Credential Compliance:* Formulating a district plan to ensure full compliance with teacher credentials and instructional aide qualification requirements.
- *Reclassification Procedures:* Reviewing and commenting on the district's established student reclassification criteria and procedures.
- *Written Parent Notifications:* Reviewing and commenting on all required written parent/guardian notifications regarding language placement, assessment, and program options.
- *LCAP Review & Comment:* Serving as the official English Learner Parent Advisory Committee under LCFF (California Education Code Sections 52062(a)(2) and 52063(b)) to review, comment, and provide feedback on the Local Control and

Election Requirements & Governance

- *Site Representative Elections:* Each site-level ELAC must have the opportunity to elect at least one parent of an English Learner to serve as the official DELAC

representative/delegate (districts with 31 or more ELACs may utilize regional representation systems).

- *Voting Rights:* Official voting power on DELAC actions, elections, and recommendations is restricted solely to the elected site DELAC representatives (or designated alternates).
- *Executive Board Elections:* Executive Officers (e.g., President/Chairperson, Vice President, Secretary, Parliamentarian) are elected by the voting DELAC representatives. Executive Officers must be non-employee parents or legal guardians of active English Learners.

Mandated District Support & Training

- *Capacity Building:* The district is required to provide comprehensive training materials and specialized instruction to all DELAC members to build their capacity to execute their legally mandated duties. Training content must be planned in full consultation with the DELAC membership.
- *Funding for Expenses:* Title III, LCAP, or district general funds may be utilized to cover reasonable expenses supporting participation, including translation and interpretation, childcare, meeting materials, transportation, and light refreshments.

Resources
[ELAC Tool Kit](#)

7.3 Family Literacy, Education, and Capacity Building

The district partners with families to build literacy skills, empower home learning environments, and promote post-secondary opportunities.

- **Parent Education Series:** Ongoing workshops cover topics such as understanding ELPAC score reports, navigating the reclassification process, supporting biliteracy at home, and understanding graduation and college-readiness requirements.

-
- **Adult Education & Literacy Programs:** In collaboration with local partners, the district offers English as a Second Language (ESL) classes, adult literacy programs, computer literacy courses, and citizenship preparation classes for families.

7.4 Community Schools, Partnerships and Integrated Student Supports

Recognizing that academic success requires addressing the holistic needs of the child and family, the district leverages community-based organizations and local agencies.

- **Family Resource & Support Centers:** Through central facilities (such as the Family Education Center), families receive case management, basic needs support, early childhood education opportunities, and mental health referrals.
- **Community-Based Collaboration:** The district partners with regional organizations, county agencies, and post-secondary institutions to extend learning opportunities beyond the classroom, providing wrap-around services that support family stability and student growth.

Chapter 8



Evaluation, Accountability and Funding

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Cutler Orosi Joint Unified is committed to monitoring the implementation of its Multilingual Learner/English Learner policies, programs, and services and to evaluating their implementation as well as their effectiveness to continuously improve them and to hold the district accountable.

The [COJUSD Strategic Plan 2026-2031](#) defines the measure we use to measure our district goals. Within our 5 Pillars, program evaluation for MLs/ELs is directly integrated in all goals.

Annually, the district compiles and reviews the District Evaluation Report, integrating Local Control and Accountability Plan (LCAP) metrics alongside State and Categorical Data.

- **Board Review and Presentation:** The comprehensive Evaluation Report is formally presented to the COJUSD Board of Trustees. This presentation outlines longitudinal progress, program outcomes, subgroup performance, and areas for strategic growth.
- **Advisory Committee Consultation:** Evaluation findings and LCAP data are shared with the DELAC and site ELACs to gather input and inform future program adjustments.
- **Continuous Improvement Cycle:** Evaluation outcomes directly shape site-level SPSA and guide district allocations of Title III and LCFF Supplemental/Concentration funds.

8.1 Evaluation and Metrics

The district tracks both qualitative and quantitative data points to evaluate program performance:

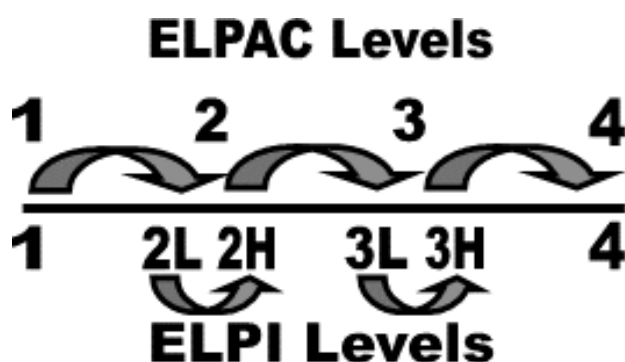
- **Language Acquisition:**
 - English Language Proficiency Assessments for California (ELPAC) growth scores.
 - English Learner Progress Indicator (ELPI) rates on the California School Dashboard.
 - Annual reclassification (RFEP) rates.
- **Academic Performance:**
 - Smarter Balanced Assessment Consortium (SBAC) performance in ELA, Mathematic, and Science.
 - Local benchmark assessments (ex., End of Unit (EOU) Assessment, BAS Fountas & Pinnell, Unit Assessments, Semester Finals, Renaissance Reading).
- **Dual Language & Biliteracy:**
 - Spanish literacy and proficiency metrics (ex., Biliteracy EOU Assessments, Renaissance Reading/Lectura, BAS Fountas & Pinnell) in Dual Immersion pathways.
 - Number of graduating seniors earning the California State Seal of Biliteracy.
- **Longitudinal Monitoring:**
 - Four-year academic monitoring of Reclassified Fluent English Proficient (RFEP) students to ensure ongoing success in core subjects.
 - Progression and achievement tracking for all Multilinguals.
 - Progression and achievement tracking of Long-Term English Learners (LTELs) and students at risk of becoming LTELs.

California School Dashboard & Accountability Alignment

The Multilingual Learner EL Master Plan directly supports our performance on the California School Dashboard, the state's official accountability system. The state measures local educational agencies across multiple metrics specifically tied to MLs/ELs:

- **English Learner Progress Indicator (ELPI):**

- *How it's measured:* Tracks the percentage of ML/EL students in grades 1–12 who make annual progress toward English proficiency.
- *Calculation:* The state divides the 4 Summative ELPAC performance levels into 6 ELPI levels (Levels 1, 2L, 2H, 3L, 3H, and 4) to capture growth. A student counts as "making progress" if they:
 - Advance at least one ELPI level from the prior year.
 - Maintain the highest level (Level 4).



- *Dedicated Student Group:* State accountability now tracks both the overall English Learner group and the Long-Term English Learner (LTEL) group as a distinct student group on the Dashboard.
- *For Alternate Summative ELPAC Growth Metrics:* A student is identified as "making progress" by the state if they advance by one or more levels, sustain Level 3 proficiency, or demonstrate a scale score increase of ten or more points.
- **Academic Performance Indicators (CAASPP ELA & Math):**
 - Evaluates how ML/EL students and Reclassified Fluent English Proficient (RFEP) students perform on grade-level state standards (Smarter Balanced/CAASPP).
 - Measures progress using "Distance from Standard" (DFS) points to ensure EL students are accelerating academic achievement alongside language acquisition.
- **Participation & Local Performance Metrics:**
 - Requires a 95% participation rate on the annual Summative ELPAC test to avoid automatic status downgrades on the Dashboard.

- Monitors district-wide Reclassification Rates and local goals set in our Local Control and Accountability Plan (LCAP).

Local Control Accountability Plan (LCAP) Alignment

Supplemental and Concentration funds generated through the California Local Control Funding Formula (LCFF) are designated to improve academic achievement for Multilingual Learners/English Learners, Foster Youth, and Low-Income students. In compliance with Education Codes 42238.02 and 42238.03, these funds must be allocated to support MLs/ELs at least in proportion to the funding generated by their enrollment. Specifically, when a school site receives additional funds based on its ML/EL student population, those resources must be directly invested in programs and services that benefit them. Prior to submitting the LCAP to the Board of Education for annual approval, the District English Learner Advisory Committee (DELAC) reviewed the plan, with DELAC providing specific input and recommendations focused on MLs/ELs success. The district also holds many forums to allow for input from all Educational Partners.

Resources

[COJUSD 2026-2027 Local Control Accountability Plan approved by Tulare County Office of Education](#)

8.2 Federal Accountability

Overview of Federal Program Monitoring (FPM)

Federal Program Monitoring (FPM) is the statutory accountability and compliance review conducted by the California Department of Education (CDE) to ensure school districts properly implement and fund state and federal categorical programs. Districts are assigned to four-year monitoring cycles and selected for online or onsite reviews based on academic data, fiscal risk factors, and compliance history. During an FPM review, state officials evaluate district operations using standard program instruments to confirm that categorical funds, such as Title III and LCFF Supplemental and Concentration funds, are legally spent on target populations.

For Multilingual Learner/English Learner programs, FPM specifically audits mandatory procedures including initial identification through the Home Language Survey and annual ELPAC assessment, consistent delivery of both Designated and Integrated ELD, active functioning of parent advisory committees (ELAC and DELAC), and clear reclassification and post-reclassification monitoring protocols. If the review identifies any deficiencies, the CDE issues formal findings requiring the district to submit corrective action plans and evidence of resolution, typically within 45 days, to bring all district school sites into full statutory compliance.

To complement state oversight and ensure continuous fiscal and program integrity, our district also contracts with an independent outside auditing agency under California Education Code Section 41020 to conduct an annual financial and compliance audit. This third-party annual audit independently reviews categorical fund expenditures, internal controls, and statutory compliance, providing an extra layer of objective governance and accountability before state monitoring occurs.

Resources

[CDE Compliance Monitoring Tool](#)

Title I Accountability Requirements

With the reauthorization of the ESEA under the Every Student Succeeds Act (ESSA), statewide English learner accountability shifted from Title III to Title I. English language proficiency is now a mandatory performance metric within the core accountability system. Under ESEA Section 1111(h)(1) and (h)(2), the district must annually measure and publicly report on three key student metrics: annual progress toward English language proficiency, English language attainment, and academic achievement in core content areas.

Resources

[CDE Title I](#)

8.3 Funding for Multilingual Learner Program and Services

Cutler-Orosi Joint Unified School District provides core general funds to deliver high-quality Tier I instruction to all students. To support the primary goals of this Master Plan, state and federal supplemental resources are strategically allocated to enhance programs, services, and targeted interventions for MLs/ELs, including specialized pathways for Newcomers and Long-Term English Learners (LTELs).

State and federal funds must supplement, not supplant, core educational programming. District funding streams—including Title I, Title III, and Local Control Funding Formula (LCFF) Supplemental and Concentration funds—are guided by annual needs assessments and documented through the Local Control and Accountability Plan (LCAP) and site-level School Plan for Student Achievement (SPSA) processes.

Supplemental resources are managed centrally and distributed to support district-wide initiatives, including professional development, instructional coaching, supplemental materials, and specialized secondary support staff. Allowable supplemental expenditures include:

- **Targeted Staffing:** Non-core personnel providing specialized language and academic support.
- **Professional Learning:** Ongoing training and coaching focused on ELD and dual language pedagogy.
- **Instructional Materials & Programs:** Supplemental print, digital, and curricular resources.
- **Social-Emotional Support:** Targeted mental health and wellness services for Multilingual Learners.
- **Extended Learning:** Summer programs and extended-day initiatives beyond core offerings.
- **Family & Community Engagement:** Specialized parent education and outreach beyond general district programming.

Monthly, site principals collaborate with district budget analysts and categorical program staff to ensure site-level expenditures align with statutory guidelines and receive formal review by School Site Councils (SSC) and English Learner Advisory Committees (ELAC).

All site and district-level categorical expenditures supporting MLs/ELs are subject to administrative review and approval by the Director of Student Services, Accountability, and Categorical Programs. This administrative oversight ensures that all allocations from state and federal funding streams, including Title I, Title II, Title III, Title V, and LCFF Supplemental/Concentration funds, strictly align with statutory regulations, supplement rather than supplant base education, and support the goals established in the district's EL Master Plan, Local Control and Accountability Plan (LCAP), and individual School Plans for Student Achievement (SPSA).

COJUSD Overview of Categorical Funding

Summary of Funding Sources & Approved Expenditures	
Funding Source	Program Description & Approval Use
Title I	Core Academic & Economically Disadvantaged Student Support • Books and reference material • Classroom materials and supplies • Personnel salaries for targeted academic support
Title II Teacher Quality	Professional Growth & Instructional Leadership • Site Lead Teachers • Salary support for Assistant Superintendent for Curriculum & Instruction • Teacher substitute coverage for collaboration and planning • Professional development conferences and training
Title III- Immigrant	Immigrant Students & Family Support • Specialized educational materials and supplies tailored for immigrants
Title III- Limited English Proficiency (LEP)	Multilingual Learner Language Acquisition & Support • Ellevation (monitoring EL progress and reclassification) • FastForWord (language acceleration and literacy program)

	• Growthpoint assessments and data tracking • Dedicated Instructional Aides assisting in classroom language development
Title V	Intervention & Supplemental Programs • Auxiliary books, materials, and supplies • Summer school programs and skill-building initiatives
Lottery	Instructional Resources & Services • Student instructional books • General education services

Source: December 3, 2025 DELAC Budget Report

Appendices



EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Appendix A



Glossary of terms

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

- **Asset-based Approach:** An educational perspective that recognizes, respects, and integrates a student's home language, culture, and prior knowledge as a foundation for classroom learning.
- **At Risk of Becoming a Long-Term English Learner:** EC § 313.1(b) A Multilingual Learner/ English learner student who meets all of the following criteria: Grade Level & Duration: Enrolled in grades 3 through 12, inclusive, and has been enrolled in U.S. schools for four (4) or five (5) years. Language Proficiency: Scored at ELPAC Level 3 (Moderately Developed) or lower (Level 1, Level 2, or Level 3) on the prior year's Summative ELPAC. Academic Performance: For students in grades 3 through 9, inclusive, scored at the "Standard Not Met" level on the prior year's English Language Arts (ELA) CAASPP assessment.
- **BICS (Basic Interpersonal Communicative Skills):** Social, conversational language used in informal, everyday interactions (e.g., playground, cafeteria).
- **CALP (Cognitive Academic Language Proficiency):** Formal academic language required for grade-level reading, writing, and abstract reasoning; typically context-reduced.
- **CALPADS:** California Longitudinal Pupil Achievement Data System.
- **Culturally Responsive Teaching:** Using the cultural knowledge, prior experiences, and frames of reference of diverse students to make instruction personally meaningful and effective.
- **Designated ELD (D-ELD):** Protected instructional time during the school day where teachers systematically align instruction to California ELD Standards to build understanding of English.

-
- **Dual Language Immersion (DLI):** An asset-based, additive language acquisition program designed to develop high levels of bilingualism, biliteracy, and academic achievement in both Spanish and English. This model leverages students' primary language assets to foster cross-cultural competence and ensure grade-level mastery, preparing students to earn the Seal of Biliteracy and succeed in a 21st-century global economy.
 - **DLI Two-Way 50/50 Program Model:** A specific Dual Language Immersion configuration that integrates native Spanish-speaking and native English-speaking students within the same classroom to create a reciprocal learning environment. Instructional time is split equally, with 50% of the daily curriculum delivered in Spanish and 50% in English, promoting simultaneous literacy development and peer-to-peer language modeling across all content areas
 - **Dually Identified Students:** Multilingual Learners/English Learners who have been identified both by the ELPAC process as in need of language services, and by the special education IEP process as having special needs.
 - **English Language Proficiency Assessments for California (ELPAC):** The state-mandated assessment used to measure English language proficiency in listening, speaking, reading, and writing.
 - **English Learner Progress Indicator (ELPI):** The California School Dashboard accountability metric used to measure annual progress toward reclassification.
 - **English Only (EO):** A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language
 - **Home Language Survey (HLS):** A survey required at enrollment to determine the language(s) spoken at home by each student.
 - **Individualized Education Program (IEP):** A plan for students with disabilities that outlines instructional needs and goals.
 - **Initial Fluent English Proficient (IFEP):** A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (English Language Proficiency Assessment for California (ELPAC)) and from additional information when appropriate, is determined to be proficient in English.
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- **Integrated ELD (I-ELD):** Instruction in core content areas (math, science, history, ELA) where teachers use CA ELD Standards in tandem with Common Core standards to support language access.
 - **L1 (Primary Language):** A student's first language acquired at home. In an asset-based educational approach, a student's L1 is recognized as a foundational cognitive and cultural asset. Strategic use of the L1 is encouraged to deepen understanding of academic concepts, validate student identity, and provide a scaffold for English language acquisition.
 - **L2 (Target Language/English):** The second language a student is in the process of acquiring. For Multilingual Learners in this district, L2 refers to English. This is viewed as an additive process where the acquisition of English builds upon the student's existing linguistic strengths in their L1, supporting the development of bilingualism, biliteracy, and academic success.
 - **Long-Term English Learner (LTEL):** [EC § 313.1] An English learner student enrolled in grades 6 through 12, inclusive, who meets all of the following state criteria: **Enrollment Duration:** Has been enrolled in U.S. schools for six (6) or more years. **Language Growth:** Has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level (as measured by the state English Language Development assessment/ELPAC). **Academic Performance:** For students in grades 6 through 9, inclusive, scored at the "Standard Not Met" level (or below basic/far below basic) on the prior year's English Language Arts (ELA) CAASPP assessment.
 - *Per EC § 313.1(b), a student in grades 3 through 12 who has been in U.S. schools for 4 to 5 years and has not made adequate progress on state assessments is classified as an "English Learner At Risk of Becoming a Long-Term English Learner."*
 - **Multilingual Learner (ML):** Students who speak a language other than English and are currently acquiring English language proficiency; previously referred to as "English Learner."
 - **Newcomer:** Multilingual Learners/English Learners between ages 3 and 21 who were born outside the United States and have been enrolled in U.S. schools for a total of three or fewer complete academic years.
-

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- **Reclassified Fluent English Proficient (RFEP):** Former English Learners who have met district-defined criteria to exit the English Language Development program.
 - **Smarter Balanced Assessment for California (SBAC):** Comprehensive, end-of-year assessments in ELA and math aligned to the Common Core State Standards.
 - **Specially Designed Academic Instruction in English(SDAIE):** Instructional strategies used to provide access to grade-level core curriculum for English learners.
 - **Structured English Immersion (SEI):** A program model where instruction is provided primarily in English, using ELD Standards-aligned instruction to accelerate language acquisition.
 - **Test Operations Management System(TOMS):** The system used to manage test administration and student records.

Appendix B



Key Documents

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

California Department of Education Form HLS, Revised July 2020

Encuesta del Idioma en el Hogar

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Note: School district personnel should complete all of the information items above this line.

Instrucciones para padres y tutores:

El *Código de Educación* de California contiene requisitos legales que guían a las escuelas a dar un examen de proficiencia en inglés a los estudiantes. El proceso comienza con determinar el idioma o idiomas que se hablan en el hogar de cada estudiante. Las respuestas a esta encuesta del idioma ayudarán al personal de la escuela saber si el estudiante debe tomar el examen. Esta información es esencial para que la escuela pueda proveer programas y servicios adecuados a los estudiantes.

Como padre o tutor, su cooperación es necesaria para cumplir con estos requisitos. Por favor responda a cada una de las cuatro preguntas siguientes de la forma más precisa posible. Para cada pregunta, escriba el nombre(s) del idioma(s) que corresponde en el espacio suministrado. Por favor, responda a todas las preguntas. Si contestó con error a las preguntas de esta encuesta de idioma, Ud. puede solicitar corrección de su respuesta antes de que la proficiencia de su estudiante sea evaluada.

1. *¿Qué idioma aprendió su hijo cuando empezó a hablar?* _____
2. *¿Qué idioma habla su hijo en casa con más frecuencia?* _____
3. *¿Qué idioma utilizan ustedes (los padres o tutores) con más frecuencia cuando hablan con su hijo?* _____
4. *¿Qué idioma se habla con más frecuencia entre los adultos en el hogar (padres, tutores, abuelos o cualquier otro adulto)?* _____

Por favor firme y feche este formulario en el espacio suministrado a continuación y devuelva el formulario al maestro de su hijo. Muchas gracias por su cooperación.

Firma del padre/madre o tutor _____

Fecha _____

California Department of Education Form HLS, Revised July 2020



COJUSD Exit (Reclassification) Criteria

The goal of language acquisition programs is for English Learner students to become proficient in English as rapidly as possible and to meet state academic achievement standards and measures.

Required Criteria (California Education Code [EC] Section 313(f))	COJUSD Criteria Local Board-Approved Reclassification Criteria
Criterion 1: English Language Proficiency Assessment for California (ELPAC) ELPAC measures oral & written English proficiency skills	K-12: Summative ELPAC overall score must be Level 4 K-12: Summative Alternative ELPAC overall score must be Level 3
Criterion 2: Teacher Evaluation Teacher Input & Overall Progress	K-12: Teacher Input Form -Student Oral Language Observation Matrix (SOLOM) & Curriculum Observation Report and Evaluation (CORE) total score of 20
Criterion 3: Parental Opinion and Consultation A virtual, phone call, or in-person meeting must be held	Parent Consultation & Signature required
Criterion 4: Basic Skills Relative to English-Proficient Students Must meet <u>one</u> of the most recent qualifying ELA scores available	K-12: STAR Reading Assessment- English K-5: Benchmark Assessment System (F&P) - English 3-5: Smarter Balanced Assessment Consortium (SBAC) - English Language Arts (ELA) must be Standard Met (Level 3) or above 6-8 & 11: Smarter Balanced Assessment Consortium (SBAC) - English Language Arts (ELA) must be Standard Nearly Met (Level 2) or above 1-3 only ALT ELPAC: Institute for Multi-Sensory Education Beginning Reading Skills Assessment (IMSE) Score of 90% or higher 3-8 & 11: California Alternative Assessment (CAA)- English Language Arts (ELA) must be Foundational Understanding (Level 2) or above

"Educating Minds, Inspiring Futures"



Criterion 4 Cut Scores

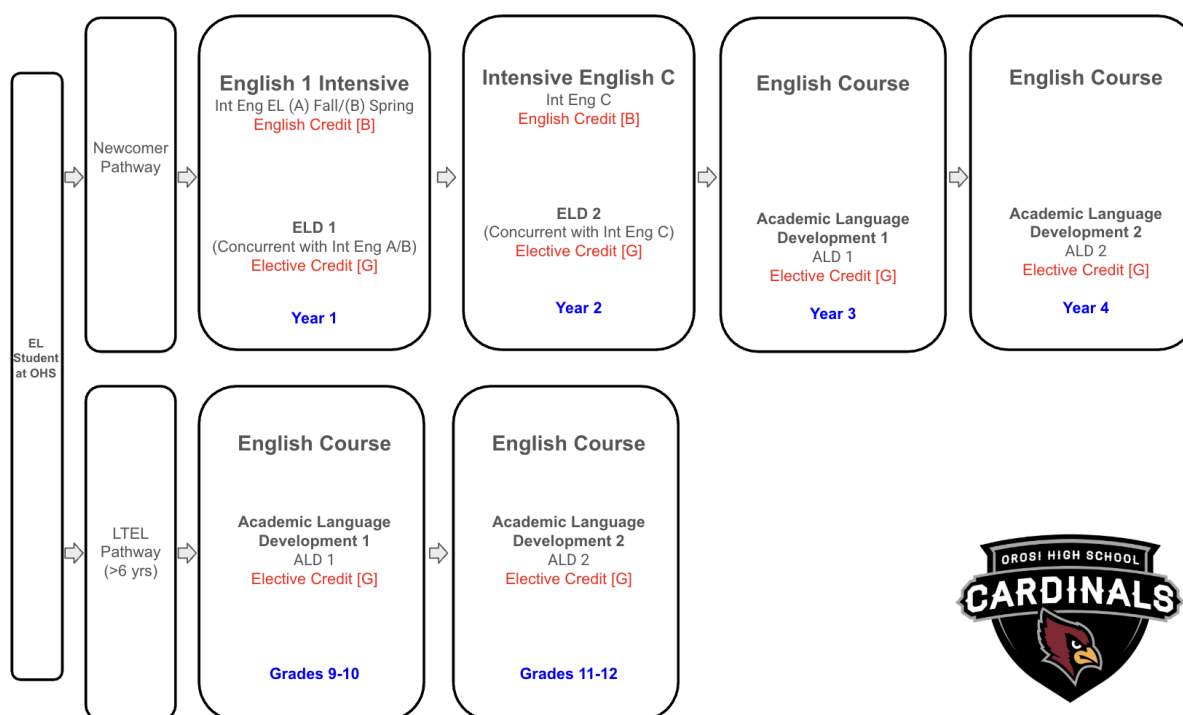
Students currently in...	One of the most recent qualifying ELA scores available					
	STAR Scaled Score (Unified Scaled Score)	F&P		SBAC ELA 2026	Students who take the ALT ELPAC	
		*1	*2		IMSE Beginning Reading Skills	CAA 2026
Kindergarten		A+	B+			
Grade 1	681+	D+	F+		90%+	
Grade 2	743+	J+	K+		90%+	
Grade 3	857+	M+	N+		90%+	
Grade 4	930+	P+	Q+	Level 3 or higher		Level 2 or higher
Grade 5	974+	S+	T+	Level 3 or higher		Level 2 or higher
Grade 6	990+	V+		Level 3 or higher		Level 2 or higher
Grade 7	1030+			Level 2 or higher		Level 2 or higher
Grade 8	1050+			Level 2 or higher		Level 2 or higher
Grade 9	1065+			Level 2 or higher		Level 2 or higher
Grade 10						
Grade 11	1075+					
Grade 12				Level 2 or higher		Level 2 or higher

*1= Window 1 (August- December)

*2= Window 2 (January - May)

"Educating Minds, Inspiring Futures"

Reclassification Criteria- Board approved 5/14/26



OHS ML/EL Pathway

Referenced in [OHS Counseling Handbook](#)



Year at a Glance: Multilingual Supports 2026-2027

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District Department-led TASKS

June- August

- The EL Clerk mailed out summative and Alternate ELPAC SSRs.
- 8/3/26: Running new EL Data and preparing for Initial ELPAC testing.
- Run the Reclassification criteria data and identify students who can be reclassified based on the summative for Grades 1-12 [Approved Criteria](#)
- 8/11-8/14/26: "Heads up" letter for Initial ELPAC testing will be mailed out.

August-September

- The EL Clerk mailed out Initial ELPAC SSRs. IFEP student data updated on Aeries and CALPADS.

August-June

- **Monitoring our students who have met Criterion 1 to ensure they meet Criterion 4 for reclassification.** Run TBD reports to ensure all students who qualify for Initial ELPAC are tested.
- "Heads up" letter for Summative ELPAC testing will be mailed out.
- File EL documents in the Blue Folder/ensure the digital file is up to date.

CHECK OFF	TIMELINE	SITE TASKS EL Coordinators
	August 4	Meeting to prepare for Initial ELPAC agenda Send your site-specific initial letter via Parent Square with testing details after 8/14/26 and before you start testing with individual Kindergarten classes Initial testing starts as soon as the first full week and must be done by 9/9/2026 (30 calendar days is on 9/9/26)
	August 7-14 Once the teacher roster is active	Provide teachers with EL Data a. By domain (reading score, writing score, listening score, speaking score) b. Teachers will create a seating chart with ELs' overall level (within the first 3 weeks of school) <i>*The data will be available via Ellevation, Aeries & Illuminate. Score sheets may be found under Programs > Language Assessment > ELPAC Electronic Test Results.</i>
(HOLD)	PENDING	Create ISLP Plans for each English Learner (Created for monitoring) Elementary ISLLP 6-12 Individual Language Plan (ILP)

		EL Monitoring forms have this capability in Ellevation!
	Jan 11-Feb 1	EL Monitoring Forms via Ellevation K-12: all forms are due on Feb. 1, 2027 Site EL Coordinators are responsible for emailing teachers to share forms that were sent through Ellevation and must track progress to ensure completed by the due date.
	January 27	Extended PL for K-5 ● Summative ELPAC Training ● Each site EL Coordinator will run ● Teachers/Staff will calibrate via the Moodle ● Print completion certificate ● Training agenda & sign-in sheet to be submitted to the Director of MLLs @ DO for compliance 2027 Summative ELPAC 2026-2027 SUMMATIVE ELPAC 2027 Tracking document for mailed assessments (add)
	February 1-5	Testing Schedule due ● Plan your Summative ELPAC Rally ● Post the schedule on the COJUSD Website ● Sites responsible for parent communication of the upcoming testing
	April 26-May 14	RFEP monitoring via Ellevation: all forms due on May 14, 2027 Site EL Coordinators are responsible for emailing teachers to share forms that were sent through Ellevation and must track progress to ensure completed by the due date.
	May 15 to end of school year	Ensure all forms are completed and blue folders/digital files are up to date with completed compliance documents for all MLLs.

- ☐ All deadlines will have an invite sent out to site administrators' Google Calendars.
- ☐ Monthly meetings/check-in will be set for all Site EL Coordinators.

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

[Year-at-Glance Timeline for Site EL Coordinators](#)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **UNAUDITED ACTUALS FOR FISCAL YEAR 2025-2026**

ATTACHMENTS: **UNDER SEPARATE COVER**

FUNDING SOURCE: **N/A**

DISCUSSION: The Unaudited Actuals Report is presented to the Board for approval. This report represents the final actual balances for the 2025-2026 fiscal year, which allows the ending balances to be rolled into the 2026-2027 budget and financial software.

[Click here to view the Unaudited Actuals Report.](#)

ITEM SUBMITTED AND APPROVED BY:	<i>Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer</i>	
BOARD GOAL:	X X X	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment. 2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement. 3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.
RECOMMENDATION:	The Superintendent recommends the Board approve the Unaudited Actuals Report for FY 2025-2026.	
PROPOSED ACTION:	APPROVE	

Item #: 36

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE / ORGANIZATIONAL**

AGENDA ITEM: **APPROVE RESOLUTION NO. 2026-2027-02:
2026-2027 GANN LIMIT INITIATIVE**

ATTACHMENTS: **RESOLUTION NO. 2026-2027-02**

FUNDING SOURCE: **N/A**

DISCUSSION: The GANN Initiative established in 1973 with Proposition 4, was approved with the goal of keeping state and local government funding capped at 1978-79 levels and adjusted for changes in attendance and inflation. Ed Code Section 42132 and 1629 require governing boards to adopt resolutions estimating spending limits for the current fiscal year and actual spending limit for prior year. The attached resolution includes these limits.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Faith Coleman, Chief Financial
Officer*

BOARD GOAL:



1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Resolution for the 2026-2027 GANN Limit Apportionments.

PROPOSED ACTION:

APPROVE

Item #: 37

**BEFORE THE BOARD OF TRUSTEES
OF THE CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
TULARE COUNTY, CALIFORNIA**

In the Matter of Establishing an Estimated
Appropriations Limit for the 2026-2027
Fiscal Year and an Actual Appropriations
Limit for the 2025-2026 Fiscal Year

RESOLUTION NO. 2026-2027-02

RECITALS

1. In November of 1979, the California electorate adopted Proposition 4, commonly called the “Gann Initiative,” which added Article XIIB to the California Constitution.
2. The provisions of that Article establish maximum appropriation limits, commonly called “Gann Limits,” for public agencies, including school districts.
3. Section 7900 et seq. of the Government Code requires this board to establish annually, by resolution at a regular or special meeting, the appropriations limit for the District.
4. Education Code section 42132 requires that the governing board of each school district annually adopt such resolution by September 15th.
5. Government Code section 7902.1(a) states that if the proceeds of taxes of the school district exceeds its appropriations limit, this board shall increase the District’s appropriations limit to an amount equal to its proceeds of taxes.
6. Government Code section 7902.1(b) states that if the appropriations limit of the school district exceeds its proceeds of taxes, this board shall decrease the District’s appropriations limit to an amount equal to its proceeds of taxes.
7. Education Code section 42132 requires that all documentation used in the identification of the appropriations limit shall be made available to the public at the meeting at which this resolution is adopted.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct.
2. The governing board hereby establishes and adopts for the 2026-2027 fiscal year an estimated appropriations limit in the amount of \$39,228,996.02, and for the 2025-2026 fiscal year identifies the actual appropriations limit of \$37,352,601.17.
3. Said appropriations limits have been calculated and determined in accordance with all

applicable statutes and constitutional provisions and do not exceed the limitations imposed by Proposition 4.

4. Effective July 9, 2021 (Stats. 2021, Ch. 44, Sec. 108 (AB 130)), it is no longer a requirement to notify the Director of Finance of a change in the appropriations limit.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular/special meeting held on September 10, 2026, by the following vote:

List Board Members Names Below:

AYES:	
NOES:	
ABSENT:	
ABSTAIN:	

I, _____, secretary of the governing board of the _____ School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 10th day of September 2026.

Secretary, Board of Trustees

Distribute as follows:

Copy to: Vanessa Cantu, Business Services
Tulare County Office of Education
Vanessa.cantu@tcoe.org

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **APPROVE CURRENT EXPENSE OF EDUCATION
WAIVER FOR 2025-26 EXPENDITURES**

ATTACHMENTS: **APPLICATION FOR EXEMPTION CEA WAIVER**

FUNDING SOURCE: **N/A**

DISCUSSION: EC 41372 requires that districts expend minimum percentages during the fiscal year on salaries of classroom teachers and instructional aides as defined in EC 41011. The percentage is calculated by the total classroom compensation divided by the total general fund expenditures. Due to the district receiving many grants that allows for after school interventions but not regular classroom salaries, this increases the overall expenditures but reduces the percentage of direct classroom expenditures. This has also been compounded by the influx of one-time funds the district has received. Districts being unable to meet the percentage has been a growing trend for several years now and this waiver has become a common practice.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer*

BOARD GOAL:

☒	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☒	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION: The Superintendent recommends the Board approve the Application for Exemption CEA Waiver 2025-26.

PROPOSED ACTION: **APPROVE**

Item #: 38

Application for Exemption from Required Expenditures for Classroom Teachers Salaries

Pursuant to Education Code Section 41372

District	CUTLER-OROSI JOINT UNIFIED		
District CDS#	54-71860		
Fiscal Year	2025-26		
District Contact Name/Phone Number	Faith Coleman 559-528-4763		

TO: Tim Hire, Tulare County Superintendent of Schools

For the above fiscal year, our school district did not spend the minimum percentage of its general fund costs on classroom teachers salaries as required by Education Code Section 41372. We are requesting an exemption from this requirement as provided for by law.

Meeting this requirement would result in the following (Check one):

- ☐ Serious hardship to the school district
(Complete Section II of this form)
- ☒ Payment of classroom teacher salaries that are in excess of those paid by other comparable districts
(Complete Section III of this form)
- ☐ Deficiency is less than \$1,000 (waiver is automatically approved).

SECTION I - Deficiency Amount

- | | |
|--|--------------|
| 1. Enter the Minimum Percentage for your district Type
(60% Elementary/ 50% High School/ 55% Unified) | 55.00% |
| 2. Enter the percentage spent by your district (Form CEA, Part II, line 15) | 54.34% |
| 3. Percentage below the minimum (Line 1 minus Line 2) | 0.66% |
| 4. Enter the district's current expense of education (Form CEA, Part III, line 4) | \$65,940,808 |
| 5. Deficiency Amount (Line 3 times Line 4) | \$435,209 |

SECTION II - Serious Hardship

	Prior Year Actuals	Current Year Budget	Next Year Projected Budget
Unrestricted General Fund Balance Increase (Decrease) <i>Form 01 Line E - Col A</i>			
Minimum Reserve Requirement - Form 01CS			
Unrestricted Reserves Available - Form 01CS			
Unrestricted Reserves in Excess of Requirement	0.00	0.00	0.00
Years Remaining at Deficit Spending level	#DIV/0!	#DIV/0!	#DIV/0!

Unrestricted Net Position from Latest Audit Report

The district should attach any comments or documentation that support the position that effecting the penalty provisions of Education Code Section 41372 would result in Serious Financial Hardship to the district.

SECTION III - Salaries of Comparable Districts		Dollar	Percentage
	Amounts	Difference	Difference
Cutler-Orosi JUSD - Annual Costs			
Teacher Salaries - Beginning	\$63,791		
Teacher Salaries - Average	\$95,008		
Teacher Salaries - Maximum	\$121,960		
Average Employer Teacher Costs for Health & Welfare	\$16,326		
Farmersville Unified			
Enter District Name Here			
Teacher Salaries - Beginning	\$66,018	-\$2,227	-3.49%
Teacher Salaries - Average	\$88,028	\$6,980	7.35%
Teacher Salaries - Maximum	\$119,699	\$2,261	1.85%
Average Employer Teacher Costs for Health & Welfare	\$17,241	-\$915	-5.60%
Exeter Unified			
Enter District Name Here			
Teacher Salaries - Beginning	\$67,422	-\$3,631	-5.69%
Teacher Salaries - Average	\$93,900	\$1,108	1.17%
Teacher Salaries - Maximum	\$121,135	\$825	0.68%
Average Employer Teacher Costs for Health & Welfare	\$17,013	-\$687	-4.21%
Woodlake Unified			
Enter District Name Here			
Teacher Salaries - Beginning	\$62,555	\$1,236	1.94%
Teacher Salaries - Average	\$102,870	-\$7,862	-8.27%
Teacher Salaries - Maximum	\$123,019	-\$1,059	-0.87%
Average Employer Teacher Costs for Health & Welfare	\$18,478	-\$2,152	-13.18%
The district should attach any comments or documentation that support the position that district teacher salaries and benefits are in excess of those paid by other comparable districts.			

CERTIFICATION	
To be signed by a representative of the District Governing Board	
After public consideration of the information contained in this form, the governing board, at its meeting on September 10, 2026, the governing board authorized the filing of this application and certifies that the information contained in the Application is true and correct.	
_____ Signature	9/10/2026 Date
_____ Print Name of Authorized Official	

REVIEW BY COUNTY OFFICE OF EDUCATION

Education Code Section 41372 - "... Upon receipt of this application, the county superintendent of schools shall grant the district exemption for any amount that is less than one thousand dollars (\$1,000). If the amount is one thousand dollars (\$1,000) or greater, the county superintendent of schools may grant an exemption from the requirements for the fiscal year on account of which the application is made. If the exemption is granted by the county superintendent of schools, the designated moneys shall be immediately available for expenditure by the school district governing board. If no application for exemption is made or exemption is denied, the county superintendent of schools shall order the designated amount or amount not exempted to be added to the amounts to be expended for salaries of classroom teachers during the next fiscal year."

To: District Governing Board President
District Superintendent

The Tulare County Office of Education received the forgoing application. The application and information provided by the district has been reviewed and the following determination has been made. Please note, this determination is being made in advance of the completion of your prior fiscal year audit. Our office will notify you if our decision will change as a result of findings included in the completed audit.

- [] The district application for exemption has been approved and no amount will be restricted under the provisions of Education Code Section 41372.
- [] The district application for exemption has been denied. The amount of \$ _____ will be withheld from district apportionments from the State School Fund after April 15 and deposited in the county treasury to the credit of the school district, but shall be unavailable for expenditure. The county superintendent of schools shall order the amounts to be added to the amounts to be expended for salaries of classroom teachers during the next fiscal year.
- [] The district application for exemption has been partially approved. The amount of \$ _____ will be withheld from district apportionments from the State School Fund after April 15 and deposited in the county treasury to the credit of the school district, but shall be unavailable for expenditure. The county superintendent of schools shall order the amounts to be added to the amounts to be expended for salaries of classroom teachers during the next fiscal year.

Sincerely,

Signature of County Superintendent (or designee)

Date

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **RESOLUTION NO. 2026-2027-03: STATE SCHOOL FACILITY PROGRAM AUTHORIZATION AND FIVE-YEAR FACILITIES MASTER PLAN COMPLIANCE**

ATTACHMENTS: **RESOLUTION NO. 2026-2027-03**

FUNDING SOURCE: **N/A**

DISCUSSION: Pursuant to California Education Code Section 17070.54, all state school facility funding applications submitted on or after October 31, 2024, require the district to have a Board-approved Five-Year School Facilities Master Plan. By adopting this resolution, the district commits to:

1. Submitting an approved Five-Year School Facilities Master Plan (or updated plan) to DGS for all SFP applications submitted on or after October 31, 2024.
2. Providing the master plan within 90 days of notification from the Office of Public School Construction (OPSC) that an application is being processed.
3. Acknowledging that failure to submit an acceptable master plan within the required timeframe may result in the rescission of allocated state project funding.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Raffi Soghomonian, Director of Facilities, Maintenance, Operations and Transportation*

BOARD GOAL:

☒	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☐	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: The Superintendent recommends the Board approve the Resolution No. 2026-2027-03.

PROPOSED ACTION: **APPROVE**

Item #: 39

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
 RESOLUTION NO. 2026-2027-03
**RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE
 ALLOCATION BOARD–ADMINISTERED PROGRAMS**

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the **Cutler-Orosi Joint Unified** School District intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-Administered Program(s); and

WHEREAS, the **Cutler-Orosi Joint Unified** School District intends to file applications for eligibility determination and/or applications for funding under the School Facility Program (SFP) as provided in Section 17070.10, et seq., of the Education Code; and

WHEREAS, the **Cutler-Orosi Joint Unified** School District is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code; and

WHEREAS, the **Cutler-Orosi Joint Unified** School District is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code;

NOW, THEREFORE BE IT RESOLVED THAT, as a condition of participating in the SFP, as administered by the SAB, the **Cutler-Orosi Joint Unified** School District shall submit to the DGS a five-year school facilities master plan, or updated five-year school facilities master plan, approved by the governing board of the **Cutler-Orosi Joint Unified** School District for all application submittals on or after October 31, 2024; and

NOW, THEREFORE BE IT RESOLVED THAT, the **Cutler-Orosi Joint Unified** School District, as a condition of SFP participation, shall submit the required five-year school facilities master plan within 90 days of the Office of Public School Construction notification of processing the application; and

NOW, THEREFORE BE IT RESOLVED THAT, the **Cutler-Orosi Joint Unified** School District acknowledges that failure to submit an acceptable five-year school facilities master plan may result in rescission of project funding.

Enacted this _____ day of _____, 2026
 by the Cutler-Orosi Joint Unified School District Board of Trustees.

Ayes:

Noes:

Absent:

 President of the Board of Trustees of
 the Cutler-Orosi Joint Unified School District
 of Tulare County, California

CERTIFICATION

I, _____, certify that the foregoing is a correct copy of a resolution passed
and adopted by the Cutler-Orosi Joint Unified School District on [insert date here].

Date: _____

, Board Secretary/Clerk
Cutler-Orosi Joint Unified School District

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

Agenda item: **RESOLUTION NO. 2026-2027-04 TO AUTHORIZE DISTRICT REPRESENTATIVES TO SUBMIT APPLICATION(S) FOR STATE FUNDING**

ATTACHMENTS: **RESOLUTION NO. 2026-2027-04**

FUNDING SOURCE: **N/A**

DISCUSSION: This resolution authorizes the Cutler-Orosi Joint Unified School District to formally apply for state facility funding under the Leroy F. Greene School Facilities Act of 1998 for upcoming new construction and modernization projects. Additionally, it designates Raffi Soghomonian, Director of MOT, and Faith Coleman, Chief Financial Officer, as official District Representatives authorized to submit all necessary applications and documents to the Office of Public School Construction (OPSC) and the State Allocation Board (SAB) for the following projects:

1. Lovell Continuation High School (PTN #71860-129) – Modernization / New Construction
2. El Monte Junior High School (PTN #71860-130) – Modernization / New Construction

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Raffi Soghomonian, Director of Facilities, Maintenance, Operations and Transportation*

BOARD GOAL:

☒

1. Achieve academic excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

☐

3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.

RECOMMENDATION: The Superintendent recommends the Board approve Resolution No. 2026-2027-04.

PROPOSED ACTION: **APPROVE**

Item #: 40

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2026-2027-04
STATE BUILDING FUNDS APPLICATION

Whereas, the CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT has eligibility for new construction and modernization projects and desires to apply for state funding under the Leroy F. Greene School Facilities Act of 1998 (Chap. 12.5, Part 10, Div. 1, commencing with Section 17070.10, et seq., of the Education Code) for the following projects

1. Lovell Continuation High PTN #71860-129
2. El Monte Junior High PTN #71860-130

; And

Whereas, the Board of Trustees of the Cutler-Orosi Joint Unified School District has decided to apply to the State School Building Program for State funds; and

Whereas, the Board of Education (“School Board”) has determined that school facilities within the Cutler-Orosi Joint Unified School District (the “District”), within Tulare County need to be constructed or modernized; and

Whereas, the Board of Trustees has reviewed the application for submittal to the Office of Public School Construction;

Now, therefore be it hereby resolved by the Board of Trustees of the Cutler-Orosi Joint Unified School District, as follows:

Whereas, the State Allocation Board (SAB) has established an “Applications Received Beyond Bond Authority List” for projects that have been received.

Pursuant to title 2, Code of California Regulations section 1859.95.1, the School Board of the Cutler-Orosi Joint Unified School District hereby acknowledges the following:

1. That the statements set forth in the application and supporting documents are true and correct to the best of our knowledge and belief;
2. That Raffi Soghomonian, Director of MOT, and Faith Coleman District Chief Financial Officer are hereby designated as District Representative of the District and is hereby authorized and directed to file, on behalf of the District, such applications with the State Allocation Board;
3. That the District agrees to pay its match of the total costs of the project, unless the District qualifies for financial hardship funding, of which the District may only have to pay a portion or none of its share;
4. That the District certifies that the exact plans and specifications (P & S) for the project will be approved by DSA and CDE prior to requesting final apportionment.
5. The school board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on this application;

6. The school board acknowledges that the State of California is not expected nor obligated to provide funding for the project and the acceptance of the application does not provide a guarantee of future State funding;
7. The school board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted;
8. The school board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district's approved application may be returned;
9. The school board acknowledges that they are electing to commence any pre-construction or construction activities at the district's discretion and that the State is not responsible for any pre-construction or construction activities;
10. The school board acknowledges that, if bond authority becomes available for the Board to provide funding for the submitted application, the School District must apply for financial hardship status, when applicable.

Enacted this _____ day of _____, 2026
by the Cutler-Orosi Joint Unified School District Board of Trustees.

Ayes:
Noes:
Absent:

President of the Board of Trustees of
the Cutler-Orosi Joint Unified School District
of Tulare County, California

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING OF 2026-27 CSEA COLLECTIVE BARGAINING TENTATIVE AGREEMENT**

ATTACHMENTS: **2026-2027 CLASSIFIED SALARY SCHEDULE AND TENTATIVE AGREEMENT**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION: A Public Hearing is now conducted to allow for public comments regarding the Classified Salary Schedule and Settlement Disclosure:

Hearing Opened at: _____ p.m.

Hearing Closed at: _____ p.m.

The District and CSEA have negotiated and agreed to the following contract changes and minor language modifications for the 2026-2027 school year. This agreement shall be in effect from July 1, 2026 through and including June 30, 2027:

ARTICLE 9: An increase of 1% effective July 1, 2026

ARTICLE 13: Fully paid 80-J plan, \$30, Rx 200-10-35

ARTICLE 15: Language clean-up to Article 15.3

ARTICLE 26: Language modification to Article 26.5

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Assistant Superintendent of Administrative Services*

BOARD GOAL:

- ☐ 1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
- ☐ 2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
- ☒ 3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: The Superintendent recommends the Board approve the CSEA Bargaining Agreement.

PROPOSED ACTION: **HOLD HEARING**

Item #: 41

CLASSIFICATION INDEX

Department	Job Classification	Responsible To	Range
1.0 BUILDING, GROUNDS AND MAINTENANCE			
	1.1 Journeyman Maintenance Worker/Bus Driver	Director of MO&T	46*
	1.2 Maintenance 1	Director of MO&T	41*
	1.3 Maintenance Worker II / Bus Driver	Director of MO&T	30*
	1.4 Warehouse/Bus Driver	Director of MO&T	28*
	1.5 Lead Custodian/Bus Driver	Principal	28*
	1.6 Grounds Keeper/Bus Driver	Principal	17*
	1.7 Custodian/ Bus Driver	Principal	16*
	1.8 Custodian (No Driving)	Principal	16
2.0 TRANSPORTATION			
	2.1 Lead Journeyman Mechanic/Bus Driver	Director of MO&T	46*
	2.2 Journeyman Mechanic/Bus Driver	Director of MO&T	41*
	2.3 Mechanic/Bus Driver	Director of MO&T	28*
	2.4 Bus Driver	Director of MO&T	16*
	2.5 Bus Driver Trainer	Director of MO&T	22*
	2.6 Office Assistant/Bus Driver	Director of MO&T	19*
3.0 FOOD SERVICES			
	3.1 Food Service Site Lead - Cook	Food Service Mgr.	33
	3.2 Food Service Site Lead - Baker	Food Service Mgr.	33
	3.3 Food Service Worker I	Food Service Mgr.	11
	3.4 Food Service Worker II	Food Service Mgr.	14
	3.5 Food Service Utility/Bus Driver	Food Service Mgr.	16*
	3.6 Food Service Clerk	Food Service Mgr.	14
4.0 SECRETARIAL & CLERICAL			
	4.1 School Secretary	Principal	22
	4.2 Office Assistant I	Principal	16
	4.3 Office Assistant II	Principal	19
	4.4 Receptionist	Supervisor	16
5.0 INSTRUCTIONAL AIDES			
	5.1 Instructional Aide	Classroom Teacher	9-17
	5.2 Instructional Aide - Bilingual	Principal	9-17
	5.3 Special Education Aide	Principal	9-17
	5.4 Special Education Aide - Bilingual	Principal	9-17
	5.5 Behavior Intervention Technician	Principal	22
	5.6 Special Friends Aide	Director of Special Ed.	9-17
	5.7 Piano Accompanist	Choir Director	9-17
	5.8 Physical Education Technician	District P.E. Teacher	20
6.0 INSTRUCTIONAL SUPPORT SERVICES			
	6.1 Library Aide	Principal	9-17
	6.2 Attendance Officer	Director of Stu. Services	33
	6.3 Work Based Facilitator	Director College/Career	22-27
	6.17 Workforce Development Specialist	Director College/Career	38
	6.18 Student-Parent Advocate Specialist	Principal	38
	6.19 Prevention and Intervention Specialist	Director of Special Services	38
	6.21 Expanded Learning Specialist	Director of Curriculum	38
	HEALTH SERVICES		
	6.4 Licensed Vocational Nurse (LVN)	District Nurse	39
	6.5 Lead Health Aide	District Nurse	20
	6.6 Health Aide	District Nurse	9-17
	6.22 Speech Language Pathologist Assistant	Director of Special Services	38
	CAMPUS SECURITY		
	6.7 Campus Security	Principal	8
	OUTREACH		
	6.8 Outreach Aides	Director of Stu. Services	8-17
	6.2 PBIS Outreach Aide	Site Administrator	8-17
	PRESCHOOL & CHILDCARE		
	6.9 Preschool Teacher	Director of Stu. Services	22-24
	6.10 Preschool Aide	Director of Stu. Services	9-17
	6.11 Infant/Toddler Childcare Aide	Director of Stu. Services	9-17
	6.12 Preschool Facilitator	Director of Stu. Services	22-27
	RECREATION AND ENRICHMENT		
	6.13 R & E Lead	R & E Coordinator	16-17
	6.14 R & E Assistant Lead	R & E Coordinator	11-17
	6.15 R & E Aide	R & E Coordinator	9-17
	TECHNOLOGY		
	6.16 Site Computer Tech	Principal	28

SALARY SCHEDULE ADJUSTMENTS

Employees whose position is marked with an " * " and obtain a Valid California School Bus Driver's License and who drive school buses for the District when needed shall be paid at a rate five (5) Ranges above those designated.

Instructional Aide and Instructional Support positions are subject to receiving additional ranges from the Base Range according to educational qualifications schedule as listed below. All college units must receive a "C" grade or higher.

	Ranges		
	Aides	Facilitators	Preschool Teacher
Meets basic District qualifications for beginning employment.	8	0	0
Meets basic District qualifications and has passed the approved qualifying test for NCLB.	9	22	0
High School Diploma or equivalent plus 15 college units.	10	23	0
High School Diploma or equivalent plus 30 college units.	12	24	0
High School Diploma or equivalent plus 45 college units.	13	25	22
High School Diploma or equivalent plus 60 college units.	15	26	23
High School Diploma or equivalent plus 75 college units.	17	27	24

Site Computer Technicians Salary Schedule Placement shall be at Range 28. This placement may be adjusted by gaining certifications listed below. To maintain advancement on the schedule the certification must be maintained. Expiration of a certification will result in a corresponding reduction in pay.

	Added Range(s)
CEH - Certified Ethical Hacker	1
Video Editing Certification or Adobe After Effects or Adobe Certified Associate (ACA)	2
MCSE - Microsoft Certified Solutions Expert - Enterprise Devices and Applications	2
MCSE - Microsoft Certified Solutions Expert - Server Infrastructure	1
CCENT - Cisco Certified Entry Networking Technician - Interconnecting Cisco Networks	1
CCNA - Cisco Certified Network Associate - Routing and Switching	3
Apple Certificated Associate - Mac and OS 10.10 and higher	1
Google Certificated Administrator	4
Fiber and Cat5/6 Cabling Certification	1
Vmware Certification	1

Longevity

After 7 calendar years of Service	\$40.00 per month	After 25 calendar years of Service	\$135.00 per month
After 10 calendar years of Service	\$90.00 per month	After 30 calendar years of Service	\$150.00 per month
After 15 calendar years of Service	\$105.00 per month	After 35 calendar years of Service	\$165.00 per month
After 20 calendar years of Service	\$120.00 per month		

Classified Salary Schedule 2026-2027

Percentage Increase:

4.00%

Prior Year Step 1

\$14.32

\$14.89

\$15.49

Current Base

future Base

Statutory Minimum

\$16.90

Range	Step 1		Step 2		Step 3		Step 4		Step 5		Step 6	
8	\$16.90	\$2,929	\$17.96	\$3,113	\$18.86	\$3,269	\$19.80	\$3,433	\$20.79	\$3,604	\$21.83	\$3,784
9	\$17.45	\$3,024	\$18.32	\$3,176	\$19.24	\$3,334	\$20.20	\$3,501	\$21.21	\$3,676	\$22.27	\$3,860
10	\$17.80	\$3,085	\$18.69	\$3,239	\$19.62	\$3,401	\$20.60	\$3,571	\$21.63	\$3,750	\$22.72	\$3,937
11	\$18.15	\$3,147	\$19.06	\$3,304	\$20.02	\$3,469	\$21.02	\$3,643	\$22.07	\$3,825	\$23.17	\$4,016
12	\$18.52	\$3,210	\$19.44	\$3,370	\$20.42	\$3,539	\$21.44	\$3,716	\$22.51	\$3,901	\$23.63	\$4,096
13	\$18.89	\$3,274	\$19.83	\$3,437	\$20.82	\$3,609	\$21.86	\$3,790	\$22.96	\$3,979	\$24.11	\$4,178
14	\$19.27	\$3,339	\$20.23	\$3,506	\$21.24	\$3,682	\$22.30	\$3,866	\$23.42	\$4,059	\$24.59	\$4,262
15	\$19.65	\$3,406	\$20.63	\$3,576	\$21.66	\$3,755	\$22.75	\$3,943	\$23.89	\$4,140	\$25.08	\$4,347
16	\$20.04	\$3,474	\$21.05	\$3,648	\$22.10	\$3,830	\$23.20	\$4,022	\$24.36	\$4,223	\$25.58	\$4,434
17	\$20.44	\$3,544	\$21.47	\$3,721	\$22.54	\$3,907	\$23.67	\$4,102	\$24.85	\$4,307	\$26.09	\$4,523
18	\$20.85	\$3,615	\$21.90	\$3,795	\$22.99	\$3,985	\$24.14	\$4,184	\$25.35	\$4,393	\$26.61	\$4,613
19	\$21.27	\$3,687	\$22.33	\$3,871	\$23.45	\$4,065	\$24.62	\$4,268	\$25.85	\$4,481	\$27.15	\$4,705
20	\$21.70	\$3,761	\$22.78	\$3,949	\$23.92	\$4,146	\$25.12	\$4,353	\$26.37	\$4,571	\$27.69	\$4,800
21	\$22.13	\$3,836	\$23.24	\$4,028	\$24.40	\$4,229	\$25.62	\$4,440	\$26.90	\$4,662	\$28.24	\$4,896
22	\$22.57	\$3,912	\$23.70	\$4,108	\$24.89	\$4,314	\$26.13	\$4,529	\$27.44	\$4,756	\$28.81	\$4,993
23	\$23.02	\$3,991	\$24.18	\$4,190	\$25.38	\$4,400	\$26.65	\$4,620	\$27.99	\$4,851	\$29.39	\$5,093
24	\$23.48	\$4,071	\$24.66	\$4,274	\$25.89	\$4,488	\$27.19	\$4,712	\$28.55	\$4,948	\$29.97	\$5,195
25	\$23.95	\$4,152	\$25.15	\$4,360	\$26.41	\$4,578	\$27.73	\$4,806	\$29.12	\$5,047	\$30.57	\$5,299
26	\$24.43	\$4,235	\$25.65	\$4,447	\$26.94	\$4,669	\$28.28	\$4,903	\$29.70	\$5,148	\$31.18	\$5,405
27	\$24.92	\$4,320	\$26.17	\$4,536	\$27.48	\$4,762	\$28.85	\$5,001	\$30.29	\$5,251	\$31.81	\$5,513
28	\$25.42	\$4,406	\$26.69	\$4,626	\$28.03	\$4,858	\$29.43	\$5,101	\$30.90	\$5,356	\$32.44	\$5,623
29	\$25.93	\$4,494	\$27.23	\$4,719	\$28.59	\$4,955	\$30.02	\$5,203	\$31.52	\$5,463	\$33.09	\$5,736
30	\$26.45	\$4,584	\$27.77	\$4,813	\$29.16	\$5,054	\$30.62	\$5,307	\$32.15	\$5,572	\$33.75	\$5,851
31	\$26.98	\$4,676	\$28.33	\$4,910	\$29.74	\$5,155	\$31.23	\$5,413	\$32.79	\$5,683	\$34.43	\$5,968
32	\$27.52	\$4,769	\$28.89	\$5,008	\$30.34	\$5,258	\$31.85	\$5,521	\$33.45	\$5,797	\$35.12	\$6,087
33	\$28.07	\$4,865	\$29.47	\$5,108	\$30.94	\$5,363	\$32.49	\$5,631	\$34.11	\$5,913	\$35.82	\$6,209
34	\$28.63	\$4,962	\$30.06	\$5,210	\$31.56	\$5,471	\$33.14	\$5,744	\$34.80	\$6,031	\$36.54	\$6,333
35	\$29.20	\$5,061	\$30.66	\$5,314	\$32.19	\$5,580	\$33.80	\$5,859	\$35.49	\$6,152	\$37.27	\$6,460
36	\$29.78	\$5,162	\$31.27	\$5,421	\$32.84	\$5,692	\$34.48	\$5,976	\$36.20	\$6,275	\$38.01	\$6,589
37	\$30.38	\$5,266	\$31.90	\$5,529	\$33.49	\$5,805	\$35.17	\$6,096	\$36.93	\$6,400	\$38.77	\$6,721
38	\$30.99	\$5,371	\$32.54	\$5,640	\$34.16	\$5,922	\$35.87	\$6,218	\$37.67	\$6,529	\$39.55	\$6,855
39	\$31.61	\$5,478	\$33.19	\$5,752	\$34.85	\$6,040	\$36.59	\$6,342	\$38.42	\$6,659	\$40.34	\$6,992
40	\$32.24	\$5,588	\$33.85	\$5,867	\$35.54	\$6,161	\$37.32	\$6,469	\$39.19	\$6,792	\$41.15	\$7,132
41	\$32.88	\$5,700	\$34.53	\$5,985	\$36.25	\$6,284	\$38.07	\$6,598	\$39.97	\$6,928	\$41.97	\$7,275
42	\$33.54	\$5,814	\$35.22	\$6,104	\$36.98	\$6,410	\$38.83	\$6,730	\$40.77	\$7,067	\$42.81	\$7,420
43	\$34.21	\$5,930	\$35.92	\$6,227	\$37.72	\$6,538	\$39.61	\$6,865	\$41.59	\$7,208	\$43.66	\$7,568
44	\$34.90	\$6,049	\$36.64	\$6,351	\$38.47	\$6,669	\$40.40	\$7,002	\$42.42	\$7,352	\$44.54	\$7,720
45	\$35.59	\$6,170	\$37.37	\$6,478	\$39.24	\$6,802	\$41.21	\$7,142	\$43.27	\$7,499	\$45.43	\$7,874
46	\$36.31	\$6,293	\$38.12	\$6,608	\$40.03	\$6,938	\$42.03	\$7,285	\$44.13	\$7,649	\$46.34	\$8,032
47	\$37.03	\$6,419	\$38.88	\$6,740	\$40.83	\$7,077	\$42.87	\$7,431	\$45.01	\$7,802	\$47.26	\$8,192
48	\$37.77	\$6,547	\$39.66	\$6,875	\$41.65	\$7,218	\$43.73	\$7,579	\$45.91	\$7,958	\$48.21	\$8,356
49	\$38.53	\$6,678	\$40.46	\$7,012	\$42.48	\$7,363	\$44.60	\$7,731	\$46.83	\$8,117	\$49.17	\$8,523
50	\$39.30	\$6,812	\$41.26	\$7,152	\$43.33	\$7,510	\$45.49	\$7,885	\$47.77	\$8,280	\$50.16	\$8,694
51	\$40.09	\$6,948	\$42.09	\$7,295	\$44.19	\$7,660	\$46.40	\$8,043	\$48.72	\$8,445	\$51.16	\$8,868

Classified Salary Schedule 2026-2027 (Minimum Wage in Yellow)

Percentage Increase: 4.00%

Prior Year
Step 1

Statutory Minimum \$16.90

\$14.32

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
8	\$16.90	\$17.96	\$18.86	\$19.80	\$20.79	\$21.83
9	\$17.45	\$18.32	\$19.24	\$20.20	\$21.21	\$22.27
10	\$17.80	\$18.69	\$19.62	\$20.60	\$21.63	\$22.72
11	\$18.15	\$19.06	\$20.02	\$21.02	\$22.07	\$23.17
12	\$18.52	\$19.44	\$20.42	\$21.44	\$22.51	\$23.63
13	\$18.89	\$19.83	\$20.82	\$21.86	\$22.96	\$24.11
14	\$19.27	\$20.23	\$21.24	\$22.30	\$23.42	\$24.59
15	\$19.65	\$20.63	\$21.66	\$22.75	\$23.89	\$25.08
16	\$20.04	\$21.05	\$22.10	\$23.20	\$24.36	\$25.58
17	\$20.44	\$21.47	\$22.54	\$23.67	\$24.85	\$26.09
18	\$20.85	\$21.90	\$22.99	\$24.14	\$25.35	\$26.61
19	\$21.27	\$22.33	\$23.45	\$24.62	\$25.85	\$27.15
20	\$21.70	\$22.78	\$23.92	\$25.12	\$26.37	\$27.69
21	\$22.13	\$23.24	\$24.40	\$25.62	\$26.90	\$28.24
22	\$22.57	\$23.70	\$24.89	\$26.13	\$27.44	\$28.81
23	\$23.02	\$24.18	\$25.38	\$26.65	\$27.99	\$29.39
24	\$23.48	\$24.66	\$25.89	\$27.19	\$28.55	\$29.97
25	\$23.95	\$25.15	\$26.41	\$27.73	\$29.12	\$30.57
26	\$24.43	\$25.65	\$26.94	\$28.28	\$29.70	\$31.18
27	\$24.92	\$26.17	\$27.48	\$28.85	\$30.29	\$31.81
28	\$25.42	\$26.69	\$28.03	\$29.43	\$30.90	\$32.44
29	\$25.93	\$27.23	\$28.59	\$30.02	\$31.52	\$33.09
30	\$26.45	\$27.77	\$29.16	\$30.62	\$32.15	\$33.75
31	\$26.98	\$28.33	\$29.74	\$31.23	\$32.79	\$34.43
32	\$27.52	\$28.89	\$30.34	\$31.85	\$33.45	\$35.12
33	\$28.07	\$29.47	\$30.94	\$32.49	\$34.11	\$35.82
34	\$28.63	\$30.06	\$31.56	\$33.14	\$34.80	\$36.54
35	\$29.20	\$30.66	\$32.19	\$33.80	\$35.49	\$37.27
36	\$29.78	\$31.27	\$32.84	\$34.48	\$36.20	\$38.01
37	\$30.38	\$31.90	\$33.49	\$35.17	\$36.93	\$38.77
38	\$30.99	\$32.54	\$34.16	\$35.87	\$37.67	\$39.55
39	\$31.61	\$33.19	\$34.85	\$36.59	\$38.42	\$40.34
40	\$32.24	\$33.85	\$35.54	\$37.32	\$39.19	\$41.15
41	\$32.88	\$34.53	\$36.25	\$38.07	\$39.97	\$41.97
42	\$33.54	\$35.22	\$36.98	\$38.83	\$40.77	\$42.81
43	\$34.21	\$35.92	\$37.72	\$39.61	\$41.59	\$43.66
44	\$34.90	\$36.64	\$38.47	\$40.40	\$42.42	\$44.54
45	\$35.59	\$37.37	\$39.24	\$41.21	\$43.27	\$45.43
46	\$36.31	\$38.12	\$40.03	\$42.03	\$44.13	\$46.34
47	\$37.03	\$38.88	\$40.83	\$42.87	\$45.01	\$47.26
48	\$37.77	\$39.66	\$41.65	\$43.73	\$45.91	\$48.21
49	\$38.53	\$40.46	\$42.48	\$44.60	\$46.83	\$49.17
50	\$39.30	\$41.26	\$43.33	\$45.49	\$47.77	\$50.16
51	\$40.09	\$42.09	\$44.19	\$46.40	\$48.72	\$51.16

Original range 1 step 1 = \$8.64

California School Employees Association
And its
Cutler-Orosi Chapter No. 253 (CSEA)
To
Cutler-Orosi Unified School District (District)

This Tentative Agreement is made and entered into by and between the Cutler Orosi Unified School District ("COUSD" or the "District") and the California School Employees Association and its Cutler Orosi Chapter 253 ("CSEA"), collectively referred to herein as the "Parties." This Tentative Agreement shall be dated as ~~July 24, 2026~~, **August 12, 2026**, for reference purposes.

The Tentative Agreement to conclude successor negotiations between the District and CSEA for the 2026-2027 school year, for the collective bargaining agreement ("CBA") effective from July 1, 2025, through June 30, 2028, is as follows:

Article 9: PAY AND ALLOWANCES

9.1 Regular Rate of Pay: The regular rate of pay for each position in the bargaining unit shall be in accordance with the rates established for each class as provided in the Appendix. The regular rate of pay shall include any longevity increment required to be paid under this Agreement. The base salary schedule in effect on **June 30, 2026**, shall be increased by **4%** effective **July 1, 2026**. ~~In addition, CSEA shall receive a one time off schedule payment of \$135.00 for all bargaining unit members.~~ **Should the certificated bargaining unit receive a higher percentage amount ongoing on their salary schedule, the CSEA salary schedule will be adjusted to receive the same ongoing percentage amount.** Any additional adjustment that may be made would be on base wage only. The base (not including the state minimum wage) salary schedule is 'squared' with a consistent five percent (5%) between steps and two percent (2%) between ranges. The state imposed minimum wage shall become **\$17.40** effective **January 1, 2027**, and no bargaining unit member shall make less than minimum wage as of the effective date.

Article 13: HEALTH AND WELFARE

13.2 District Contribution: For the ~~2025-2026~~ **2026-27** benefit year the District shall contribute an amount of up to ~~\$1,312.50~~ **\$1,548.50** per month per full-time employee family unit, toward the payment of premiums for health, dental and vision programs. The plans shall be provided by SISC. The parties agree that the total District liability for Health and Welfare Benefits shall not exceed ~~\$15,750.00~~ **\$18,582.00** in any benefit year. Employees working less than four (4) hours shall no longer have the opportunity to receive 25% of the premium paid by the District except any employee enjoying that benefit effective February **1, 2001**, may continue to receive that contribution by the District.

Article 15: VACATIONS

15.3 Vacation may, with the approval of the employer, be taken at any time during the school year. For the efficiency of the District operation, an employee may be required to reschedule his/her vacation to a different time. ~~Vacation time may not be used on District designated staff development days.~~ If the employee is not permitted to take his/her full annual vacation, the amount not taken shall accumulate for use in the next year or be paid for in cash at the option of the Superintendent or designee.

Article 26: MISCELLANEOUS PROVISIONS

26.5 Employee Uniforms: The District agrees to provide uniform tops for bus drivers **and Recreation and Enrichment Staff** of the District. ~~The District shall also provide cold weather gear for food service workers who frequent the freezer.~~ Uniforms to be worn Monday - Thursday **and on designated District events.** Employees have a choice on Fridays to wear a uniform shirt, spirit shirt, or CSEA shirt. Uniform pants, **if provided**, are to be worn each workday. **The District shall also provide cold weather gear for food service workers who frequent the freezer. The District shall provide Campus Security with a safety vest to be worn during scheduled shifts.**

Agreed this twelfth day of August 2026.

For the District:

[Handwritten signature]
[Handwritten signature]
[Handwritten signature]

For CSEA Chapter 253:

[Handwritten signature]
 Lisa Alvarado
[Handwritten signature]
 Martha Juarez Alvarez.
[Handwritten signature]
[Handwritten signature]

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF 2026-27 CSEA COLLECTIVE BARGAINING TENTATIVE AGREEMENT**

ATTACHMENTS: **2026-2027 CLASSIFIED SALARY SCHEDULE AND TENTATIVE AGREEMENT**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION: The District and CSEA have negotiated and agreed to the following contract changes and minor language modifications for the 2026-27 school year. This agreement shall be in effect from July 1, 2026 through and including June 30, 2027:

ARTICLE 9: An increase of 4% effective July 1, 2026

ARTICLE 13: Fully paid 80-J plan, \$30, Rx 200-10-35

ARTICLE 15: Language clean-up for Article 15.3

ARTICLE 26: Language modification to Article 26.5

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Assistant Superintendent of Administrative Services*

BOARD GOAL:

☐	1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: The Superintendent recommends the Board approve the CSEA Bargaining Agreement.

PROPOSED ACTION: **APPROVE**

Item #: 42

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF NEW SPECIAL EDUCATION
TECHNICIAN POSITION**

ATTACHMENTS: **JOB DESCRIPTION**

FUNDING SOURCE: **SPECIAL EDUCATION FUNDS**

DISCUSSION: The proposed SPED Technician classification creates a specialized position to support students with intensive special education needs by providing instructional, behavioral, and personal care services. The classification aligns job responsibilities with the increasing complexity of student needs and enhances the District's capacity to deliver appropriate educational support. Following the District's and CSEA's agreement establishing the process for transitioning eligible Special Education Aide positions to the new classification, the proposed SPED technician job description is presented for Board approval. The pay range for this position increased, however, no additional positions will be hired.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: **Sunsie Tumacder, Assistant
Superintendent of Administrative Services***

BOARD GOAL:



1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the new Special Education Technician position.

PROPOSED ACTION:

APPROVE

Item #: 43

Cutler-Orosi Joint Unified School District



Special Education Technician

Salary Range: Range 19

FLSA: Non Exempt

Unit: Classified

DEFINITION

Under general supervision, the Special Education Technician provides direct instructional support to any individual and small groups of students with mild to severe learning, emotional, social, physical, language, and behavioral disabilities and/or individualized student need. The technician reinforces classroom lessons, observes, monitors, and records student performance and behavior, and assists in implementing specialized care procedures. This role will involve diapering and changing clothes as needed, providing behavioral and developmental support, as well as providing medical and physical care. The technician works with students to foster positive relationships, and provides assistance during routine and emergency situations such as first aid and CPR. This position may provide for the transportation of students in District vehicles (not a school bus) and perform related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from site supervisors or management personnel. This position does not supervise other staff.

CLASS CHARACTERISTICS

This classification is responsible for conducting a variety of direct behavioral, language behavioral, instructional activities to students with mild to severe learning, emotional, social physical, and/or behavioral disabilities to ensure student learning based on individualized student needs. Incumbent learns and performs the full range of duties as assigned, working independently and exercising judgment and initiative. Incumbent at this level receives only occasional instruction or assistance as a new or unusual situation arises and is fully aware of the operating procedures and policies in assigned area of responsibility. Directs and engages students with the task and expectation at hand by providing instructional services. Incumbents may be responsible for working one-on-one with and supervising assigned student(s) that have severe learning, emotional, physical and/or behavioral disabilities where the focus of the work is physical care and/or behavioral and emotional support of students.

EXAMPLES OF ESSENTIAL FUNCTIONS

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all of the duties, knowledge and abilities, but is intended to accurately reflect the principal job elements. All of the duties listed below are considered to be “essential” with the exception of “Other duties as assigned.”

- ☐ Tutor individual and small groups of students with disabilities, reinforcing lessons, improving skills, and assisting with homework completion.
- ☐ Monitor and record student performance and behavior, assess learning needs, and collaborate with teachers and case managers to address progress.
- ☐ In the absence of the classroom teacher, will supervise pupils in special education settings and general education settings, including extra-curricular activities.
- ☐ Supervise students during classroom and outdoor activities, including field trips. Will escort students to restrooms, bus stops, and other areas as needed.
- ☐ Guide students' daily living tasks, including unilaterally rendering toileting and diapering of students, as well as dressing/undressing and ensuring the proper hygiene and comfort of students.
- ☐ Administer first aid and CPR as required, and administer medical care and health procedures and services outlined in the IEP that do not require a licensed practitioner/professional to provide, so long as the employee is provided adequate training.
- ☐ Assist students with mobility and position changes, such as transferring from wheelchairs, braces, or other equipment.
- ☐ Implement pupil behavior management plans; use approved behavior modification or other skills to establish and maintain appropriate behaviors; supervise and redirect behavior of students according to approved policies and procedures.
- ☐ Facilitate safe and positive social interactions among students, promoting positive peer relationships.
- ☐ Maintain student confidentiality and adhere to privacy policies regarding medical and educational information.
- ☐ Utilize a variety of strategies to assist in managing student behaviors in school and community settings; assist with student discipline and conflict resolution; facilitate and support social interactions and foster development of positive relationships between all students.
- ☐ Assist in maintaining a clean and orderly learning environment to ensure the health and safety of students; assist in cleaning and straightening the classroom.
- ☐ Assist with the preparation, administration, and scoring of academic and progress monitoring tests.
- ☐ Drive a vehicle to transport students as necessary.
- ☐ Attend meetings, including IEP meetings, and participate in relevant training sessions.
- ☐ Perform crossing guard duties in assisting special needs students safely across streets.
- ☐ Perform other related duties as assigned.

QUALIFICATIONS

Knowledge of and Ability to:

- ☐ Instruct in general subject matter areas, including: mathematics, science, social studies, grammar, spelling, language, writing and reading. Print and write legibly.
- ☐ Use appropriate methods and practices of child instruction and tutoring.

- ☐ Use computer equipment and applications related to assigned work.
- ☐ Use positive techniques for providing a high level of customer service by effectively dealing with parents, students, community members and staff.
- ☐ Observe all District safe work practices and policies; use proper lifting techniques.
- ☐ Maintain personal appearance, grooming and language that provide a satisfactory example to pupils.
- ☐ Learn and understand the operation of the District as necessary to assume assigned responsibilities; use tact, initiative, prudence and independent judgment within policy and legal guidelines.
- ☐ Establish and maintain cooperative and effective working relationships with others.
- ☐ Be motivated to produce a high quality work product; meet schedules and timelines.
- ☐ Understand and follow oral and written instructions using proper English, spelling, vocabulary, grammar and punctuation; use English effectively to communicate in person, over the telephone and/or in writing; apply common sense understanding to carry out instructions provided.
- ☐ Possess the personal characteristics generally recognized as essential for public employees, including the demonstration of: integrity, initiative, emotional maturity, dependability, good judgment and ability to work cooperatively; be reliable and have the ability to empathize. Maintain confidentiality regarding students, parents, staff and others.
- ☐ Maintain consistent, punctual and regular attendance.
- ☐ Motivate and encourage positive learning patterns and behaviors. Use behavior modification and modeling techniques and methods to encourage approved behavior.
- ☐ Demonstrate adaptability to changing circumstances and priorities within the school environment.
- ☐ Learn teacher developed behavioral strategies that increase student independence and motivation.
- ☐ Handle medical emergencies and injuries in a calm and effective manner, including providing basic first aid and CPR.
- ☐ Meet the physical demands and environmental elements required by the position.

EDUCATION AND EXPERIENCE

Education:

- ☐ High school diploma or equivalent; AND
- ☐ Earn an Associate's degree; OR
- ☐ Complete 60 semester hours of college coursework with a grade of "C" or higher.

Experience:

- ☐ One year or more of experience working with children in an organized setting is preferred.

LICENSES AND CERTIFICATIONS

Licenses and Certifications are conditions of initial and continuing employment.

- ☐ Ability to obtain Nonviolent Crisis Intervention certification or equivalent certification approved by the Tulare County Office of Education.
- ☐ Possession of or ability to obtain a First Aid Certificate and CPR Certificate within the first six (6) months of employment.
- ☐ Possession of and ability to maintain a valid California Driver's License and valid auto insurance.
- ☐ Submit, at applicant's own expense, his/her DMV motor vehicle driving record at the time of appointment. Failure to meet this requirement may result in disqualification.
- ☐ Mileage reimbursements are available for employees required to drive a personal vehicle.

OTHER REQUIREMENTS:

- ☐ Maintain personal responsibility for maintenance of all licenses and permits.

WORK CONDITIONS

The work environment and physical demands of the position as described are representative of those that must be met by an employee to successfully perform the essential functions. Reasonable accommodations may be made to enable individual to perform the essential functions of a specific position.

PHYSICAL DEMANDS

Must possess mobility to work in various school settings and use standard classroom and office equipment, including a computer. Vision abilities required include close vision, color vision, distance vision, peripheral vision and the ability to adjust focus; vision to read printed materials, a computer screen and to drive a vehicle to conduct work. Hearing and speech abilities required to communicate in person and over the telephone. Finger dexterity is essential to access, enter and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Employee occasionally bends, stoops, kneels, reaches, climbs and walks on uneven surfaces to monitor playground activities; and pushes and pulls drawers open and close to retrieve and file information. Employee must possess the ability to lift, carry, push and pull materials and objects weighing 25 pounds routinely and up to 50 pounds occasionally. Employee must possess the ability to reach overhead, above the shoulders and horizontally, to retrieve and store supplies; physically restrain heavy pupils in various school or bus settings; lift heavy pupils as appropriate, which may occur in the rendering of diapering and toileting services.

ENVIRONMENTAL ELEMENTS

Employee primarily works in a classroom environment with moderate noise levels and controlled temperature conditions. Employee may work outdoors and is occasionally exposed to loud noise levels and cold and/or hot temperatures. Employee may ride on a school bus or drive a vehicle to conduct work or transport students. Employee may be exposed to blood, infectious diseases and body fluids when rendering First Aid and CPR. Employee may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures. Stress is an integral part of this job in dealing with people and meeting deadlines

and workload requirements. Employee may be exposed to physical injury from aggressive behavior.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF NEW PRESCHOOL AIDE**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **CALIFORNIA STATE PRESCHOOL PROGRAM FUNDS**

DISCUSSION: The proposed 5-hour Preschool Aide position will provide support in the new TK classroom at Palm Elementary. This position will ensure compliance with state-mandated student-to-adult ratio requirements while supporting student safety and small-group instruction.

ITEM SUBMITTED AND APPROVED BY:

*Name and title of administrator who reviewed and approved this item: **Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:



1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.



2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the new Preschool Aide position.

PROPOSED ACTION:

APPROVE

Item #: 44

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT COMMITTEE ON ASSIGNMENTS - ACTIONS FORM

This form is to be retained for review by the CREDENTIALS DEPARTMENT, TULARE COUNTY OFFICE OF EDUCATION

Teacher	COA Assignment	School Site	G
Eliana Banuelos	AVID	Orosi High	9
Paul Ermie	PE/Dance	Orosi High	9
Rachel Cepeda	AVID	Orosi High	9
Manuela Delgadillo Salas	Yearbook	Orosi High	9
Rene Gonzalez	AVID/Leadership	Orosi High	9
Karson Kalashian	Speech and Debate/ Drivers Ed	Orosi High	9
Julia Robles	Intro to Teach	Orosi High	9
Annaly Alvarado	Cyber High/ Dig Lit/Careers	Orosi High	9
Benjamin White	Sports Weight/PE	Orosi High	9
Daljiit Nahal Singh	Cyber High/ Dig Lit/Careers	Orosi High	9
			2

Certification:

- () Criteria utilized to determine qualifications for assignment is consistent with the district plan on file at the Tulare County Office of Education.

If there is a departure from the district plan, describe the different criteria utilized to determine qualifications for assignment:

- () Committee action was taken prior to the assignment or extension of the assignment.

- () The teacher affected has consented to this assignment.

Action Approved by Committee on Assignments: 9/10/2026

Sunsie Tumacder

Authorized District Administrator

Date

Lindsay Mendoza

COUTA

Date

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVE UPDATED COMMITTEE OF
ASSIGNMENTS/SUBJECT MATTER
VERIFICATION FOR THE 2026-2027 SCHOOL
YEAR**

ATTACHMENTS: **COA/SUBJECT MATTER LIST**

FUNDING SOURCE: **N/A**

DISCUSSION: Pursuant to EC §44258.7 and §44258.3, the district may establish a Committee on Assignments to review and approve elective course assignments for full-time K–12 teachers outside their credential authorization, and a Subject Matter Verification Committee to assign credentialed teachers to departmentalized classes with verified competence and consent. Following the approval of these assignments last month, one additional teacher has been added. Subject matter competencies/elective courses have been verified and therefore, to serve the best interests of students and the educational program, the Superintendent requests Board approval of the following teachers' assignments for the 2026-2027 school

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: **Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

☐	1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve the updated assignments for the 2026-2027 school year.**

PROPOSED ACTION: **APPROVE**

Item #: 45

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING TO DETERMINE WHETHER EACH PUPIL, INCLUDING ENGLISH LEARNERS, IN EACH SCHOOL IN THE DISTRICT HAS SUFFICIENT TEXTBOOKS OR INSTRUCTIONAL MATERIALS FOR 2026-2027**

ATTACHMENTS: **NOTICE OF PUBLIC HEARING**

FUNDING SOURCE: **N/A**

DISCUSSION: The Board is required to hold a public hearing or hearings to make a determination, by resolution, as to whether each pupil, including English Learners, in each school in the District has sufficient textbooks or instructions material, or both, that are aligned to the content standards adopted by the State Board of Education.

Hearing Start Time: _____

Hearing End Time: _____

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services*

BOARD GOAL:

☒	1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

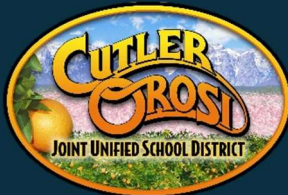
RECOMMENDATION: The Superintendent recommends the Board hold a hearing to allow for public comments regarding the determination of sufficient textbooks or instructional materials for 2026-2027 for each pupil, including English Learners, in each school in the district.

PROPOSED ACTION: **APPROVE**

Item #: 46

Board of Trustees

Sandra Williams, Board President
 Marisol Rubalcaba, Board Vice President
 Delia Martinez, Board Clerk
 Mary Helen Espino, Board Member
 Joni Jordan, Board Member
 Javier Quevedo, Board Member
 Karen Gonzalez, Board Member



"Educating Minds, Inspiring Futures"

Administration

Yolanda Valdez
 Superintendent

 Shevonne Swanson
 Assistant Superintendent
 Educational Services

 Sunsie Tumacder
 Assistant Superintendent
 Administrative Services

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN that the **Cutler-Orosi Joint Unified School District** will hold a public hearing, pursuant to Education Code section 60119, regarding the sufficiency of textbooks and instructional materials in order to be eligible to receive funds available for textbooks or instructional materials from any state source. Parents/guardians, teachers, members of the community and bargaining unit leaders are encouraged to participate.

The public hearing will be held at a regular board meeting of the Cutler-Orosi Joint Unified School District governing board on **September 10, 2026**. The board meeting starts at **5:30 p.m.**, at the following location:

Cutler-Orosi Joint Unified School District Office
 Board Room
 12623 Avenue 416
 Orosi, CA 93647

The **Cutler-Orosi Joint Unified School District** governing board is required to make a determination as to whether each pupil, including English Learners in each school in the school district has sufficient textbooks or instructional materials, or both, in each subject that are aligned to the content standards adopted by the State Board of Education and are consistent with the content and cycles of the curriculum framework adopted by the State Board.

NOTICE IS FURTHER GIVEN that copies of documentation are available to interested members of the public during normal business hours at the following location:

*Cutler-Orosi JUSD District Office – Curriculum & Instruction Department
 Shevonne Swanson, Assistant Superintendent of Educational Services
 12623 Avenue 416, Orosi, CA 93647*

Date: August 26, 2026

Cutler-Orosi Joint Unified School District

Superintendent: Yolanda Valdez

Posting Locations:

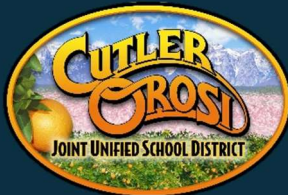
Cutler Post Office

Orosi Post Office

Pizza Planet

Board of Trustees

Sandra Williams, Board President
Marisol Rubalcaba, Board Vice President
Delia Martinez, Board Clerk
Mary Helen Espino, Board Member
Joni Jordan, Board Member
Javier Quevedo, Board Member
Karen Gonzalez, Board Member



"Educating Minds, Inspiring Futures"

Administration

470
Yolanda Valdez
Superintendent

Shevonne Swanson
Assistant Superintendent
Educational Services

Sunsie Tumacder
Assistant Superintendent
Administrative Services

AVISO DE AUDENCIA PÚBLICA

POR LA PRESENTE SE DA AVISO que **El Distrito Escolar de Cutler-Orosi** tendrá una audiencia pública, de conformidad con el Código de Educación 60119, con respecto a la suficiencia de libros de texto y materiales de instrucción para ser elegible para recibir fondos disponibles para libros de texto o materiales de instrucción de cualquier fuente estatal. Se anima a participar a los padres/tutores, maestros, miembros de la comunidad, y líderes de la unidad de negociación.

La audiencia pública se llevará a cabo durante la junta regular de la mesa directiva del Distrito Escolar de Cutler-Orosi el día **10 de septiembre del 2026**. La junta de la mesa directiva comienza a las **5:30 de la tarde** en la siguiente ubicación:

Oficina del Distrito Escolar de Cutler-Orosi
Salón de Juntas
12623 avenida 416
Orosi, CA 93647

La mesa directiva del Distrito Escolar de Cutler-Orosi debe determinar si cada alumno, incluyendo a los estudiantes de Aprendizaje de Inglés (EL), en cada escuela del distrito escolar tiene suficientes libros de texto o materiales didácticos, o ambos, en cada materia que este alineado con los estándares de contenido adoptados por la Junta Estatal de Educación y son consistentes con el contenido y los ciclos del marco curricular adoptado por la Junta Estatal.

ADEMAS SE NOTIFICA que copias de esta documentación están disponibles para el público durante horas normales de trabajo en la siguiente ubicación:

*Oficina del Distrito Escolar de Cutler-Orosi – Departamento de currículo e instrucción
Shevonne Swanson, Asistente Superintendente de Servicios Educativos
12623 Ave 416, Orosi, CA 93647*

Fecha: 26 de agosto del 2026

Distrito Escolar de Cutler-Orosi

Superintendente: Yolanda Valdez

Ubicaciones de Publicación:

Oficina de Correo de Cutler

Oficina de Correo de Orosi

Pizza Planet

Cutler-Orosi Joint Unified School District
12623 Avenue 416, Orosi, CA 93647
Phone: (559)528-4763 Fax: (559)528-3132
www.cojusd.org

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **RESOLUTION NO. 2026-2027-05: DETERMINING THAT PUPILS HAVE SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS FOR 2026-27**

ATTACHMENTS: **RESOLUTION NO. 2026-2027-05**

FUNDING SOURCE: **N/A**

DISCUSSION: The Board will have held a public hearing or hearings to make a determination, by resolution, as to whether each pupil, including English Learners, in each school in the District has sufficient textbooks or instructions material, or both, that are aligned to the content standards adopted by the State Board of Education.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services

BOARD GOAL:

☒

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board adopt the Resolution 2026-2027-05 to determine that pupils have sufficient textbooks and instructional materials for the 2026-27 school year.

PROPOSED ACTION:

APPROVE

Item #: 47

**BEFORE THE GOVERNING BOARD OF THE
CUTLER OROSI JOINT UNIFIED SCHOOL DISTRICT
TULARE COUNTY, CALIFORNIA**

In the Matter of Determining that Pupils Have
Sufficient Textbooks or Instructional
Materials for the 2026-2027 School Year

RESOLUTION NO. 2026-2027-05

RECITALS:

1. Education Code section 60119 establishes requirements that this Board must meet in order for the District to be eligible to receive funds for instructional materials from any state source.
2. The Governing Board of the Cutler Orosi Joint Unified School District, in order to comply with the requirements of Education Code 60119, held a public hearing on September 10, 2026, at 5:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;
3. The Board provided at least 10 days' notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;
4. The Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;
5. Information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the Cutler Orosi Joint Unified School District, and;
6. The definition of "sufficient textbooks or instructional materials" means that each student, including each English learners, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;
7. Textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards and/or Common Core State Standards adopted by the State Board of Education;

Findings of Sufficient Textbooks or Instructional Materials

1. Sufficient standards-aligned textbooks or other instructional materials, that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

- Mathematics:

TK-8:

Curriculum & Associates: Classroom Mathematics California 2026

9-12:

Math I, II, III: Savvas enVision Integrated Mathematics 2021

Calculus: Calculus Early Transcendental Functions

Advanced Math: Blitzer Pre-Calculus 7th edition

Statistics: Pearson Savvas, Stats in Your World, 3rd Edition

- Science:

TK:

California Preschool/Transitional Kindergarten Learning Foundations with Sobrato Early Academic Language (SEAL) 2023

K-8:

McGraw Hill: California Inspire Science 2023

9-12:

Integrated Science: McGraw Hill: Inspire Physical Science with Earth Science 2024

Biology: Savvas Miller & Levine: Experience Biology The Living Earth 2022

Chemistry: McGraw Hill: Inspire Chemistry 2025

Physics: Holt McDougal: Physics

- History-social science:

TK:

California Preschool/Transitional Kindergarten Learning Foundations with Sobrato Early Academic Language (SEAL) 2023

K-8:

Savvas My World Interactive 2018

9-12:

World History: Standards Aligned Units of Study and DBQ

US History: McGraw Hill: CA Impact 2018

Economics: McGraw Hill: Economics Principles and Practices

AP Government: American Politics and Government Today

Civics: American Government: Roots and Reform

- English language arts, including the English language development component of an adopted program:

TK:

California Preschool/Transitional Kindergarten Learning Foundations with Sobrato
Early Academic Language (SEAL) 2023

K-5:

McGraw Hill: Wonders 2024

McGraw Hill: Maravillas 2024

ELD: Standards Aligned Units of Study

6-8:

McGraw Hill: StudySync Core ELA 2024

ELD: EL Achieve: Systematic ELD 2025

9-12:

English 1/1H: Expository Reading and Writing Curriculum (ERWC) 2021

English 2/2H: Expository Reading and Writing Curriculum (ERWC) 2021

English 3: Expository Reading and Writing Curriculum (ERWC) 2021

AP English Language: AP Coursework

Intensive English A/B/C: EL Achieve: Systematic ELD 2025

ELD 1&2/ALD 1&2: EL Achieve: Systematic ELD 2025

- World language:

6-12:

Spanish 1/2/3: Vista Higher Learning: Senderos 2022

Heritage: Vista Higher Learning: Galeria 2024

AP Spanish: Tamas (2014)

AP Spanish Lang. & Culture Exam Prep

Abriendo Puertas Tomo I and II

- Health:

6-8:

Health Connected: Teen Talk Middle School 2026

9-12:

Health Connected: Teen Talk High School 2026

2. Science laboratory equipment for grades 9 to 12, inclusive, as appropriate, was available for science laboratory classes.

THEREFORE, IT IS RESOLVED that for the 2026-2027 school year, the Cutler Orosi Joint Unified School District has provided each student with sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks.

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THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular/special meeting held on _____, 2026, by the following vote:

List Board Members Names Below:

AYES:	
NOES:	
ABSENT:	
ABSTAIN:	

I, _____, secretary of the governing board of the _____ School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this ____ day of _____, 2026.

Date:

Secretary, Board of Trustees

Distribute as follows:

Copy to: Vanessa Cantu, Business Services
Tulare County Office of Education
Vanessa.cantu@tcoe.org

Copy to: District File for Annual Audit

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **REMOVAL OF BOARD POLICY 5141.7: SUN SAFETY**

ATTACHMENTS: **BOARD POLICY 5141.7: SUN SAFETY**

FUNDING SOURCE: **N/A**

DISCUSSION: Board Policy to be deleted as unnecessary, with content being moved to new Board Policy 5141.75: Weather Safety.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Student Services, Accountability, and Categorical Programs*

BOARD GOAL:

☐	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: The Superintendent recommends the Board approve the removal of the Board Policy 5141.7: Sun Safety.

PROPOSED ACTION: **APPROVE**

Item #: 48

**Board Policy Manual
Cutler-Orosi Joint Unified District**

Policy 5141.7: Sun Safety

Status: ADOPTED

Original Adopted Date: 09/09/2010 | **Last Reviewed Date:** 09/09/2010

The Board of Education recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee shall establish a developmentally appropriate prevention/intervention program for grades K-12 to prevent student overexposure to UV radiation. He/she may coordinate sun safety and UV radiation education and policy efforts with the California Department of Health Services, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee shall incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

1. Students shall be allowed to wear sun-protective clothing, including, but not limited to, hats. (Education Code 35183.5)
2. Students shall be allowed to wear UV-protective sunglasses outdoors.
3. Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

4. Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **FIRST READING: NEW BOARD POLICY 5141.75: WEATHER SAFETY**

ATTACHMENTS: **BOARD POLICY 5141.75: WEATHER SAFETY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for a First Reading is the new Board Policy 5141.75: Weather Safety. The new policy addresses safety related to various forms of inclement weather, and reflects requirements for districts to develop, adopt, and implement weather protocols for extreme weather conditions. Additionally, policy reflects CDE’s “Senate Bill 1248: Extreme Weather Guidelines” and incorporates content from former Board Policy 5141.7: Sun Safety.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Student Services, Accountability, and Categorical Programs*

BOARD GOAL:

☐	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board accept the First Reading of Board Policy 5141.75: Weather Safety.**

PROPOSED ACTION: **ACCEPT**

Item #: 49

Policy 5141.75: Weather Safety

Status: DRAFT

Original Adopted Date: Pending

The Governing Board recognizes that extreme weather may pose significant risks to the health and safety of students participating in physical activities during extreme weather conditions, including students who are at higher risk of health impacts from extreme weather. The Board desires to protect students from such risks. Additionally, because children are particularly vulnerable to the effects of overexposure to ultraviolet (UV) radiation from the sun and artificial sources, the Board desires to support the prevention of harmful effects of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

Extreme weather conditions means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to students. (Education Code 33355)

Physical activity means physical education classes, sports, and athletic practices and games sponsored by a district, except for those relating to an interscholastic athletic program administered by the California Interscholastic Federation. (Education Code 33355)

The Superintendent or designee shall develop, maintain, and implement weather protocols for extreme weather conditions, which incorporate the standardized guidelines compiled by the California Department of Education and detail specific measures to be taken during extreme weather conditions, including, but not limited to: (Education Code 33355)

1. Clear criteria for determining when weather conditions are considered extreme weather conditions and warrant modification or cessation of outdoor physical activities
2. Procedures for monitoring weather forecasts and alerts to anticipate extreme weather conditions
3. Protocols for communicating with staff, students, and parents/guardians regarding changes to outdoor activities due to extreme weather conditions
4. Designation of indoor alternative activities that can be safely conducted during extreme weather conditions
5. Staff training on recognizing signs of weather-related distress in students and appropriate response measures
6. Coordination with relevant local agencies and experts to ensure timely access to weather-related information and resources

The district's weather protocols may include:

1. Considering air quality conditions when determining whether outdoor physical activity should be modified
2. Maintaining air quality index thresholds for reducing or discontinuing strenuous outdoor activities
3. Having procedures for relocating activities indoors during periods of poor air quality or wildfire smoke
4. Identifying and maintaining adequate mitigation resources, such as shade structures, hydrations stations, and indoor cooling areas
5. Providing equitable access to mitigation measures across school sites
6. Planning for flexible scheduling to accommodate weather variability

The Superintendent or designee shall annually review, evaluate, and, if necessary, update the weather protocols to incorporate best practices and address any emerging concerns or challenges, and to reflect changes in weather patterns, advances in safety practices, and feedback from stakeholders. (Education Code 33355)

Sun Safety

The Superintendent or designee shall establish a developmentally appropriate prevention/intervention program for grades transitional kindergarten-12 to prevent student overexposure to UV radiation. The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. Such school-based programs shall involve students, parents/guardians, and the community.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices.

Students may take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending district-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors, students shall be allowed to:

1. Wear sun-protective clothing, including, but not limited to, hats (Education Code 35183.5)
2. Wear UV-protective sunglasses outdoors
3. Use sunscreen during the school day without a physician's note or prescription (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

4. Use UV-protective lip balm

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. Additionally, the Superintendent or designee may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **FIRST READING: NEW BOARD POLICY 4119.24: MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS**

ATTACHMENTS: **BP 4119.24: MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for a First Reading is the new Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions. The district is committed to maintaining a safe, positive, and professional environment that fosters learning and protects student well-being. Board Policy 4119.24 is a new policy designed to establish clear expectations regarding appropriate professional boundaries between district employees and students. While the district expects staff to build supportive, trusting relationships with students to promote academic and social-emotional growth, employees must maintain clear, unambiguous boundaries at all times.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Student Services, Accountability, and Categorical Programs*

BOARD GOAL:

☐	1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.
☐	2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
☒	3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board accept the First Reading of Board Policy 4119.24: Maintaining Appropriate Adult-Student Interactions.**

PROPOSED ACTION: **ACCEPT**

Item #: 50

Policy 4119.24: Maintaining Appropriate Adult-Student Interactions

Status: DRAFT

Original Adopted Date: Pending

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites. (Education Code 44050)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

The Board prohibits inappropriate conduct between employees and students. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact
2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian

In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

7. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
8. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
9. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
10. Addressing a student in an overly familiar manner, such as by using a term of endearment
11. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
12. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
13. Transporting a student in a personal vehicle without prior authorization

14. Encouraging students to confide personal or family problems and/or relationships
15. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence
17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
19. Using profane, obscene, or abusive language against students

Violations of Policy

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF ADDITIONAL HOURS TO ONE (1) BILINGUAL INSTRUCTIONAL AIDE POSITION**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **EQUITY MULTIPLIER FUNDS**

DISCUSSION: The District is recommending an increase to an existing Bilingual Aide position to provide additional targeted support to multilingual students. The increased position will assist with addressing identified student needs and improving access to academic and instructional support. The additional cost associated with the position will be funded through Equity Multiplier funds.

ITEM SUBMITTED AND APPROVED BY:

*Name and title of administrator who reviewed and approved this item: **Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

☐

1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the additional hours for one Bilingual Instructional Aide.

PROPOSED ACTION:

APPROVE

Item #: 51

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **VOTE ON 2026 COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION ELECTION OF COMMITTEE MEMBERS**

ATTACHMENTS: **OFFICIAL BALLOT – 2026 COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION**

FUNDING SOURCE: **N/A**

DISCUSSION: The County Committee on School District Organization will hold its annual organizational meeting on October 8, 2026. Representatives shall vote to fill 2 seats on the County Committee on School District Organization. One seat in District 2 and one seat in District 4. Ballots are due to the county by October 8, 2026.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Yolanda Valdez, Superintendent

BOARD GOAL:

☐

1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Official Ballot – 2026 County Committee on School District Organization.

PROPOSED ACTION:

APPROVE

Item #: 52

Tulare County Office of Education

Committed to Students, Support & Service

September 4, 2026

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

TO: District Governing Board Representatives/Nomination Committee

FROM: Tim A. Hire, Tulare County Superintendent of Schools 

SUBJECT: Election of Members to the County Committee on School District Organization and Notice of Annual Meeting

You are receiving this memo and ballot because you were selected by your district governing board to be a representative on the nomination committee to vote in the 2026 election of County Committee members. As a representative, you are asked to vote to fill two (2) seats on the County Committee on School District Organization this year. (Education Code § 35023) The term of each County Committee member is 4 years and the new term for these two seats will end in 2030. **Enclosed is your official ballot on which to make your selections.**

Please return your completed ballot on or before October 7, 2026.

Pursuant to Education Code § 4005, the county superintendent of schools is required to call an annual meeting of representatives on the nomination committee and give notice of the meeting to the representatives.

NOTICE OF ANNUAL MEETING

October 8, 2026 at 5:30 p.m.

6200 S. Mooney Blvd., Visalia

You are not required to attend the annual meeting, however, please return the completed ballot on or before October 7, 2026.

The County Committee on School District Organization has a major role in the review and approval of the change to by-trustee area elections, proposals for school district unifications, changes to school district boundaries and transfers of territory from one school district to another within Tulare County school districts and community college districts. The committee is comprised of 11 members, two from each county supervisorial district and one member at-large. For more information about the County Committee, visit the TCOE website at: www.tcoe.org/TCCSDO.

If you have any questions, please contact me or Vanessa Cantu at (559) 733-6312.

Thank you.

Enclosure

OFFICIAL BALLOT – 2026
COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION

School Board representatives shall vote to fill two (2) seats on the Tulare County Committee on School District Organization. (Education Code §35023) The following outlines the necessary qualifications to serve as a County Committee member.

Any registered voter residing in the appropriate county supervisorial district may serve as a county committee member. Members of school district governing boards may serve concurrently as a school district trustee and county committee member. **NO** county superintendent of schools, employee of the office of a county superintendent of schools, employee of a school district, or employee of a community college district shall be a member of the county committee.

Vote for One (1) Member for Supervisorial District 2

☐ **Rosemary Caso**, Non-Profit Executive Director, United Way of Tulare County

☐ **Write-In:**

Vote for One (1) Member for Supervisorial District 4

☐ **Delbert Quintana**, Committee member since 2023

☐ **Write-In:**

Completed by:

Print Name

Signature

Representative for: _____ School District

Please return your completed ballot (by mail or email) no later than October 7, 2026 to:

Vanessa Cantu, Business Services, Tulare County Office of Education

P.O. Box 5091

Visalia, CA 93278-5091

Email: vanessa.cantu@tcoe.org

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **2026-2027 TRANSPORTATION AGREEMENT WITH
STONE CORRAL SCHOOL DISTRICT**

ATTACHMENTS: **TRANSPORTATION AGREEMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: The District is seeking Board approval of a transportation services agreement with Stone Corral School District for the 2026–2027 school year. This new agreement establishes a partnership in which the District will provide home-to-school and related transportation services for Stone Corral students, ensuring safe, reliable, and compliant transportation to support student attendance and participation in school-sponsored activities. Approval of this agreement will formalize the arrangement and set the framework for effective coordination between the two districts, ensuring clear expectations, responsibilities, and service standards are in place for the upcoming school year.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Raffi Soghomonian, Director of
Facilities, Maintenance, Operations and Transportation*

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the transportation agreement with SCSD for 2026-2027.

PROPOSED ACTION:

APPROVE

Item #: 53

AGREEMENT

For Transportation Services Between Culter-Orosi Joint Unified School District and Stone Corral School District

AGREEMENT

FOR TRANSPORTATION SERVICES

BETWEEN THE CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

AND THE STONE CORRAL SCHOOL DISTRICT

This Agreement is made and entered into this 7th day of August, 2026; for the 2026-27 school year by and between Stone Corral School District, hereinafter referred to as "Stone Corral", and the Cutler-Orosi Joint Unified School District, hereinafter referred to as "Cutler-Orosi".

RECITALS

WHEREAS, Cutler-Orosi is a public school district duly organized under the laws of the State of California, operating a Transportation Department capable of providing transportation services to its students; and

WHEREAS, Stone Corral is a public school district organized under the laws of the State of California and desires that Cutler-Orosi provide transportation services for Stone Corral students during the 2026-2027 school year; and

WHEREAS, Cutler-Orosi is willing to provide such transportation services subject to the terms and conditions specified below .

NOW THEREFORE, the parties agree as follows:

1. **TERM**. The Term of the Agreement shall commence on August 7, 2026 and continue until June 30, 2027. This Agreement will be renewable for similar or different terms and conditions upon mutual agreement between Cutler-Orosi and Stone Corral.
2. **INDEPENDENT CONTRACTOR**. While engaged in carrying out and complying with the terms and conditions of this Agreement, Cutler-Orosi is an independent contractor, and not an officer, agent, or employee of Stone Corral.
3. **(A) PAYMENT**. Stone Corral agrees to pay Cutler-Orosi the sum of \$60,000.00 per school year. This sum is based on the parties' anticipated home-to-school mileage of not more than 15,000 miles per school year. Should Stone Corral's annual home-to-school mileage exceed 15,000 miles, the excess mileage will be

AGREEMENT

For Transportation Services Between Cutler-Orosi Joint Unified School District and Stone Corral School District

billed at a rate of \$5.00 per mile. An excess home-to-school mileage charges due to Cutler-Orosi shall be calculated through June 30 of the contract year, billed in July of the following contract year, and due within 30 days of Stone Corral's receipt of Cutler-Orosi's invoice. Cutler-Orosi shall bill Stone Corral for the current yearly fee prior to September 1. Stone Corral shall pay the yearly fee in ten (10) equal monthly increments of \$6,000.00, payable by Stone Corral on the 15th of each month beginning September 15, 2026. Cutler-Orosi shall provide Stone Corral with a statement detailing late payment penalties if Stone Corral fails to make payment by the dates specified above.

(B) Along with the monthly statement, Cutler-Orosi will also provide Stone Corral with a monthly written status report including the number of home-to-school miles and field trip miles to date.

(C) Should the annual costs for services provided for under this agreement increase for future school years, Cutler-Orosi shall forward Stone Corral the new rate schedules by May 31st of each year, which shall become binding amendments when a new agreement is signed by both parties. Said increases may exceed the State C.O.L.A. revenue limit for unified school districts. If Stone Corral disputes the proposed new rate schedule for the ensuing school year, Stone Corral may terminate the agreement effective June 30 of the same year providing an agreed upon increase cannot be reached.

4. **(A) SERVICES.** In consideration of the above payments, Cutler-Orosi shall provide all of Stone Corral's home-to-school transportation for the contracted school year. Stone Corral understands and agrees that Cutler-Orosi will use Stone Corral's two (2) buses. Cutler-Orosi shall assign one (1) of its currently employed drivers to operate Stone Corral School's morning and afternoon bus routes. The assigned driver shall perform these services on each instructional day of the regular school year. While providing transportation services to Stone Corral, the driver shall remain an employee of Cutler-Orosi Joint Unified and may continue to perform other district-assigned duties as scheduled. It is understood that the driver for the morning route and the driver for the afternoon route may not be the same individual, subject to staff availability and scheduling.

(B) Home-to-school route service will be provided each regular school day as follows:

- One (1) driver will drive one morning and one afternoon route each on Monday - Friday.

AGREEMENT

For Transportation Services Between Culter-Orosi Joint Unified School District and Stone Corral School District

(C) Stone Corral further understands and agrees that Stone Corral's payments cover only transportation for regular school days excluding summer school. Cutler-Orosi will also provide transportation for field trips and other extra-curricular trips to Stone Corral's destination of choice. Transportation for any program or activity not specified in this Agreement will be billed as an extra-curricular trip. The mileage for field trips and extra-curricular trips are exclusive of the 15,000 miles per year home-to-school miles. The transportation charge for field and extra-curricular trips is \$2.75 per mile plus an hourly rate of \$34.96/hr. In lieu of the regular hourly rate charge, a time and a half charge of \$52.44/hr. will apply to transportation services provided over eight hours per day on week days and for the first eight hours on weekends and holidays. Time in excess of eight hours on weekends and holidays will be charged at a rate of \$69.91/hr. Stone Corral understands and agrees that the driver's hourly rate may increase during the term of this contract due to current negotiations with Cutler-Orosi's classified bargaining unit. Said increase may exceed the State C.O.L.A. revenue limit for school districts. Stone Corral agrees to pay any such increase in the driver's hourly rate for field and extra-curricular trips.

(D) Stone Corral shall have the option to cancel transportation service for any scheduled field trip or other school sponsored activity upon Stone Corral's notification to Cutler-Orosi of at least three workdays prior to the time of the first scheduled pupil pickup. If the transportation service is cancelled within 48 hours prior to the trip, a \$100 cancellation fee will be charged. If the transportation service is cancelled the day the service is to be rendered, Stone Corral shall pay Cutler-Orosi the minimum charge of \$100 or the estimated actual cost for the scheduled trip, whichever is greater.

(E) Cutler-Orosi will bill Stone Corral separately on the 15th day of each month for the preceding month's costs and services provided in connection with field and extra-curricular trip transportation. Payment for field and extra-curricular trip transportation is due 30 days after the date of Cutler-Orosi's bill. Cutler-Orosi shall provide Stone Corral with a statement detailing late payment penalties if Stone Corral fails to make payment as specified above. All services will be provided in accordance with current State of California regulations.

(F) Stone Corral should endeavor to request extra-curricular trip transportation two weeks in advance of the trip date. However, transportation can be provided when a request is made on Wednesday for the following week and Cutler-Orosi

AGREEMENT

For Transportation Services Between Cutler-Orosi Joint Unified School District and Stone Corral School District

can and will accommodate last minute requests if needed. Requests received the day the service is to be rendered will incur an additional charge of \$25.00 above the regular cost of the trip.

(G) Stone Corral trips utilizing school buses will utilize Stone Corral vehicles scheduled and assigned by Cutler-Orosi. **Cutler-Orosi trip request forms will be used to request vehicles for trips.**

5. **(A) USE AND MAINTENANCE OF STONE CORRAL'S BUSES.** Stone Corral shall allow Cutler-Orosi to use any school buses Stone Corral would otherwise use to transport Stone Corral students, for the purpose of fulfilling this agreement.

At the start of the 2026-2027 school year, Cutler-Orosi shall utilize its own district-owned buses to provide transportation services to Stone Corral students. This is because Stone Corral's buses are not yet compliant with operational appearance standards, including the absence of required exterior markings such as the district name and identifying numbers. Once these conditions are remedied and the buses are certified as compliant under California Highway Patrol Motor Carrier standards, Cutler-Orosi will resume use of Stone Corral's buses. Notwithstanding the availability of Stone Corral's buses, Cutler-Orosi reserves the right to use its own district-owned buses as needed throughout the school year. This includes, but is not limited to, periods when Stone Corral's buses undergo inspections, maintenance, or are otherwise unavailable for safe and compliant operation. Cutler-Orosi will utilize Stone Corral's buses for the transportation of only Stone Corral's students unless mechanical or safety issues dictate otherwise. Cutler-Orosi shall inspect Stone Corral's buses to ensure that they are safe and in good working condition. Stone Corral agrees to bear the initial costs of any needed repairs to ensure the vehicles are certifiable under California Highway Patrol Motor Carrier standards. All work will be agreed to by Stone Corral and Cutler-Orosi prior to commencement of repairs.

(B) Stone Corral's buses may be housed at Cutler-Orosi's facility. Cutler-Orosi shall return Stone Corral's buses in substantially the same condition as when received less ordinary wear and tear following the expiration of this agreement. Nothing in this agreement shall be construed as making Cutler-Orosi liable for any normal depreciation of Stone Corral's buses during the term of this Agreement.

AGREEMENT

For Transportation Services Between Cutler-Orosi Joint Unified School District and Stone Corral School District

(C) Cutler-Orosi and Stone Corral will complete an inventory of all transportation tools, equipment, and parts at Stone Corral's facility prior to the start of this agreement.

(D) Cutler-Orosi shall, at its cost, provide routine maintenance and otherwise maintain Stone Corral's two (2) buses in a diligent and acceptable manner to ensure the buses are certifiable by the California Highway Patrol Motor Carrier and as otherwise required by law.

(E) Cutler-Orosi shall be responsible for the purchase of all fuel and gasoline required to provide pupil transportation in the performance of this Agreement. Disposal of all oils, cleaning fluids, solvents, antifreeze, and lubricants shall be the responsibility of Cutler-Orosi.

(F) Cutler-Orosi shall maintain appropriate vehicle records and comply with all California Highway Patrol Regulations and other applicable laws.

(G) Routine and minor repairs will be performed at Cutler-Orosi's facility at no additional cost to Stone Corral. Cutler-Orosi will not assume the burden of expense for major repairs above and beyond routine maintenance. For the purposes of this section, "major repairs" shall mean any parts or services that exceed \$1,000 or more per occasion. Stone Corral agrees to bear all the costs of any major repairs that exceed \$1,000 to ensure the vehicles are certifiable under California Highway Patrol Motor Carrier standards.

6. **ACCIDENT REPORTS.** All reportable accidents (as defined by law) involving Stone Corral's buses or Cutler-Orosi's personnel while operating for Stone Corral shall be reported on Cutler-Orosi's forms. Pupil injuries not involving acceleration, deceleration, or movement of the bus shall also be reported on Cutler-Orosi's forms. Cutler-Orosi shall provide Stone Corral with a copy of all such reports, in a timely manner.
7. **(A) INSURANCE AND INDEMNITY.** Stone Corral agrees to obtain insurance providing collision and comprehensive property damage coverage and public liability coverage for all of Stone Corral's school buses utilized pursuant to this Agreement with policy limits of no less than fifteen million dollars (15,000,000.00). Stone Corral agrees to provide Cutler-Orosi with an insurance endorsement showing Cutler-Orosi as an additional named insured on said policy.

AGREEMENT

For Transportation Services Between Cutler-Orosi Joint Unified School District and Stone Corral School District

(B) Cutler-Orosi shall indemnify, defend and hold harmless, Stone Corral, its officers, agents and employees, from and against any and all claims, liabilities or demands arising or alleged to arise from Cutler-Orosi's performance under this agreement.

(C) Stone Corral shall indemnify, defend and hold harmless, Cutler-Orosi, its officers, agents and employees, from and against any and all claims, liabilities or demands arising or alleged to arise from Stone Corral's performance under this agreement.

8. **FORCE MAJEURE.** Cutler-Orosi shall be excused from performance hereunder during the time and to extent that it is prevented from performing in the customary manner by acts of God, fire, flood, strike, loss of transportation facilities, oil shortage or embargo, lockout, commandeering of materials, products, plants or facilities by the Government, or any other occurrences or circumstances which are beyond the control of Cutler-Orosi, when satisfactory evidence thereof is presented to Stone Corral.

9. **(A) BUS ROUTES AND CALENDAR.** Stone Corral agrees to fully cooperate with the scheduling and formulation of bus routes. Cutler-Orosi will evaluate all designated bus stops to ensure that they are safe and in compliance with all applicable laws. Stone Corral understands that Cutler-Orosi has authority to determine bus routes and schedules in accordance with State of California regulations. Cutler-Orosi agrees to continue the level of service which Stone Corral has provided in the past, with particular attention to walking distances, door to door stops, and time schedules. Cutler-Orosi and Stone Corral agree to work together to establish the details of that service.

(B) Stone Corral shall notify all parents and legal guardians that transportation services will be provided by Cutler-Orosi for the contracted school year and will provide notice of any changes required by State of California regulations. Stone Corral agrees to provide Cutler-Orosi with Stone Corral's school calendar for the contract year. Stone Corral further agrees to provide Cutler-Orosi with reasonable advance notice of not less than thirty (30) days of any foreseeable events that will affect transportation scheduling or bus routes, such as minimum days, in-service days and no school days. Any such bus schedule modification necessitated by such events will not exceed the usual runs by the one (1) bus running AM and PM routes each school day. Should any conflicts arise as to the

AGREEMENT

For Transportation Services Between Culter-Orosi Joint Unified School District and Stone Corral School District

scheduling or bus routes, the parties agree to conduct a joint evaluation and explore possible solutions without either party unilaterally terminating this Agreement. Upon the written request of either party, such evaluation shall be completed no less than thirty (30) days following the receipt of such request.

(C) Should an unexpected or emergency situation arise which will affect transportation and scheduling or bus routes, Stone Corral and Cutler-Orosi agree to work diligently to accomplish the transportation as necessary

(D) In the event that Cutler-Orosi declares a foggy day schedule, Stone Corral shall also observe the same schedule for transportation purposes. If Stone Corral independently determines the need for a foggy day schedule while Cutler-Orosi has not declared one, Stone Corral shall notify Cutler-Orosi as early as possible, but no later than 6:00 a.m. on the affected day, in order to allow for transportation and scheduling adjustments. Stone Corral shall be solely responsible for notifying its students and parents/guardians of any foggy day schedule, whether the delay is initiated by Stone Corral or Cutler-Orosi.

10. (A) STAFFING, DRIVER TRAINING AND DRUG TESTING. All individuals employed by Cutler-Orosi for the purpose of fulfilling this agreement, shall be hired according to the provisions of the California Education Code and the California Government Code, regarding classified school employees.

(B) Cutler-Orosi utilizes the services of a state-certified School Bus Driver Trainer/Instructor through a contracted arrangement to meet training and certification requirements. Cutler-Orosi will provide a minimum of the state's annual requirement of ten (10) hours of in-service training to each of the school bus drivers serving Stone Corral. Cutler-Orosi will perform "check rides" to evaluate driver proficiency and determine whether any additional training is needed. Cutler-Orosi will ensure that all bus driver-training records are current and meet all legal requirements, including all California Highway Patrol requirements. Cutler-Orosi shall provide all pre-employment, bi-annual, reasonable suspicion, random and other drug and alcohol testing as mandated by law. The services required by this section shall be provided at no additional cost to Stone Corral.

11. DEFAULT. If default is made by Stone Corral in any of the covenants or conditions of this Agreement, Cutler-Orosi, at its option, may terminate this Agreement upon 90 days advance written notice. Cutler-Orosi agrees to continue

AGREEMENT

For Transportation Services Between Culter-Orosi Joint Unified School District and Stone Corral School District

services for 90 days or until an alternate contractor's services have been secured, whichever is less. If default is made by Cutler-Orosi in any of the covenants or conditions of this Agreement, Stone Corral, at its option, may terminate this Agreement upon 90 days advanced written notice. If Stone Corral chooses to terminate the Agreement for any reason not resulting from Cutler-Orosi's default, Stone Corral agrees to pay as liquidated damages a sum equal to three monthly payments under this Agreement within sixty (60) days of notice of termination, which payment shall constitute Cutler-Orosi's entire and complete recovery after Stone Corral's termination.

12. **AMENDMENTS.** This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instruments executed by both parties.
13. **DISCIPLINE.** Cutler-Orosi has the discretion to report serious or persistent misconduct on the part of students to the designated person employed by Stone Corral. Stone Corral shall then impose reasonable disciplinary measures upon the students in accordance with Stone Corral's Board Policy and applicable law.
14. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the State of California.
15. **BINDING EFFECT.** This Agreement is for the benefit of and shall be binding on all parties and their respective successors, heirs, and assigns.
16. **ATTORNEYS' FEES AND COSTS.** Each party shall bear his/its own attorney's fees and costs for all such fees and costs incurred prior to the date of execution of this Agreement.
17. **BREACH OF AGREEMENT.** If either party breaches this Agreement, the prevailing party shall be entitled to all damages reasonably flowing from the breach, plus attorneys' fees and cost.
18. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy of an original, with all signatures appended together, shall be deemed a fully executed Agreement.

AGREEMENT

For Transportation Services Between Culter-Orosi Joint Unified School District and Stone Corral School District

19. **SEVERABILITY.** If any provision of this Agreement is held to be void, voidable, or unenforceable, the remaining portions of the Agreement shall remain in full force and effect.
20. **INTERPRETATION.** The language of all parts of this Agreement shall, in all cases, be construed as a whole, according to its fair meaning, and not strictly for or against either party.
21. **COMPLIANCE WITH LAW.** Cutler-Orosi agrees to perform the services contemplated by this Agreement in a professional and a competent manner and in compliance with all state or federal laws or regulations governing the services to be rendered pursuant to this Agreement.
22. **BOARD APPROVAL.** The parties recognize that the effectiveness of this Agreement is contingent upon approval by Stone Corral's Governing Board and Cutler-Orosi's Governing Board.
23. **OTHER DOCUMENTS/ACTS.** The parties agree to work together diligently and to execute related documents and perform related acts necessary for the successful performance of this Agreement.
24. **ENTIRE AGREEMENT.** This Agreement and its attachments, if any, constitute the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement and its attachments.
25. **NOTICES TO PARTIES.** All notices to be given to the parties to this Agreement shall be in writing and served by depositing same in the United States Mail, postage prepaid, registered or certified mail.
26. **EARLY TERMINATION.** Either party may terminate this Agreement for any reason by providing thirty (30) calendar days' advance written notice to the other party.

AGREEMENT

For Transportation Services Between Culter-Orosi Joint Unified School District and Stone Corral School District

Notices to Cutler-Orosi should be addressed to:

Mr. Raffi Soghomonian
Director of Facilities, Maintenance, Operations & Transportation
Cutler-Orosi Joint Unified School District
12623 Avenue 416
Orosi, CA 93647

Notices to Stone Corral should be addressed to:

Christopher Kemper
Superintendent
Stone Corral School District
15590 Avenue 383
Visalia, CA 93292

Stone Corral or Cutler-Orosi may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate the day and year first herein above written.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT:

AGREEMENT

For Transportation Services Between Culter-Orosi Joint Unified School District and Stone Corral School District

Name: Yolanda Valdez

Date

Superintendent

Title

STONE CORAL SCHOOL DISTRICT:

Name: Christopher Kemper

Date

Superintendent

Title

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **UPDATE ADMINISTRATIVE REGULATION,
EXHIBIT 9270: CONFLICT OF INTEREST AND
APPROVE RESOLUTION NO. 2026-2027-06 RE:
ADOPTION OF CONFLICT OF INTEREST CODE**

ATTACHMENTS: **AR 9270 & EXHIBIT 9270: CONFLICT OF INTEREST
& RESOLUTION NO. 2026-2027-06 RE: CONFLICT
OF INTEREST CODE**

FUNDING SOURCE: **N/A**

DISCUSSION: The Fair Political Practices Commission has requested through a Multi-County Biennial Notice the conflict of interest code for the District be updated to reflect changes in designated titles/positions and also to include the correct list of Form 700 filers. Concurrently, the Regulation was updated to reflect CSBA language recommendations.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Yolanda Valdez, Superintendent*

BOARD GOAL:

☐

1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the AR & Exhibit 9270 Conflict of Interest & Resolution No. 2026-2027-06.

PROPOSED ACTION:

APPROVE

Item #: 54

Bylaw 9270: Conflict Of Interest

Status: DRAFT

Original Adopted Date: 09/09/2010 | **Last Revised Date:** 04/25/2024

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no "District Official," defined as a Board member or position designated in the district's conflict of interest code, shall participate in the making of any decision for the district when the decision will or may be affected by the District Official's financial, family, or other personal interest or consideration, as defined by law.

Additionally, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner, unless the individual is widowed or divorced.

Conflict of Interest Code

The Board shall adopt a conflict of interest code for the district that incorporates the provisions of 2 CCR 18730 by reference, delineates the District Officials, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body.

Upon direction by the code reviewing body, the Board shall review its conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new District Officials or changes to the duties of District Officials, the Board shall amend the code, which shall then be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Conflict of Interest under the Political Reform Act

A District Official shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the District Official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the District Official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A District Official makes a governmental decision when, acting within the authority of the office or position, the District Official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before other District Officials for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a District Official is not prohibited from participating in the making of a contract in which the District Official has a financial interest if such participation is required by the rule of necessity or legally required

participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

Prior to the district rendering a decision in a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, a Board member whose campaign committee received a contribution of more than \$500 from any party or participant to the proceeding, or from an agent of such a party or participant, in the prior 12 months, and the party who made such a contribution, shall both publicly disclose that fact on the record of the proceeding. Additionally, if a Board member willfully or knowingly received a contribution to the Board member's campaign committee of more than \$500 from any party or participant to such a proceeding, or from an agent of a party or participant, in the prior 12 months, and knows or has reason to know that the participant has a financial interest in the district's decision, the Board member shall not make, participate in making, or in any way attempt to use the Board member's official position to influence the district's decision in the proceeding. However, a Board member may make, participate in making, or attempt to use the Board member's official position to influence the decision if the contribution is returned within 30 days after the decision was made or after the Board member knows or should have known about the contribution and the proceeding, whichever is later.

All Board members and the Superintendent are prohibited from accepting, soliciting, or directing a contribution of more than \$500 to a candidate or ballot measure campaign committee from any party or participant to a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, or from an agent of a party or participant, while the proceeding is pending before the district and for 12 months following the date the district renders a final decision in the proceeding, if the Board member or Superintendent knows or has reason to know that the participant has a financial interest in the district's decision. However, if a Board member or the Superintendent does accept, solicit, or direct such a contribution during those 12 months but did not do so knowingly or willingly, the Board member or the Superintendent may cure the violation by ensuring that the contribution, or the portion exceeding \$500, is returned within 30 days of accepting, soliciting, or directing the contribution. The Board member or Superintendent shall maintain records of curing the violation. (Government Code 84308)

For a Board member or the Superintendent, a proceeding becomes "pending" when an item involving the contract, license, permit, or other entitlement for use, as defined by Government Code 84308, is placed on a Board agenda for discussion or decision or when it is reasonably foreseeable that the proceeding will come before the district for a decision. For a party or participant, and the agent of a party or participant, a proceeding becomes "pending" when an application is filed with the district, or, if the proceeding process does not require an application, when the proceeding is before the district for a decision or other action. (Government Code 84308)

The contributions disclosure requirements and restrictions above do not apply to contracts that are required to be competitively bid, labor contracts, personal employment contracts, contracts valued under \$50,000, contracts where no party receives financial compensation, or contracts with another governmental agency. (Government Code 84308)

Form 700

Each District Official shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. An individual who ceases to be a District Official shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date the individual ceased to be a District Official. (Government Code 87302)

Additional Requirements for Boards that Manage Public Investments

Any Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required

2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100

For a Board member, the Board member shall not be counted toward achieving a quorum while the item is discussed.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded

However, the Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, may speak on the issue during the time that the general public speaks on it. Additionally, for a Board member, if the matter has been placed on the consent calendar, the Board member shall abstain from voting on the consent calendar or, if the Board removes the item from the consent calendar, the Board member shall abstain from voting on the item. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If a decision is made during closed session, disclose the interest orally during the open session preceding the closed session

This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

A District Official shall not be financially interested in any contract made by the district, including in the development, internal discussions, negotiations, modifications, planning, deliberation of issues, and specifications and solicitations for bids. If a District Official has such a financial interest in a contract made by the district, the contract is void. (Government Code 1090)

Remote Interest Exception to Government Code 1090

A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Noninterest Exception to Government Code 1090

A District Official shall not be considered to be financially interested in a contract if the interest is reimbursement for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other "noninterest" specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A District Official shall abstain from any official action in which the District Official's private or personal interest may conflict with official duties pursuant to the common law doctrine against conflict of interest.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

District Officials may accept gifts only under the conditions and limitations specified in law including, but not limited to, Government Code 89503 and 2 CCR 18730.

Gifts of travel and related lodging and subsistence shall be subject to the current gift conditions and limitations, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a District Official, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States
2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for District Officials. (Government Code 89506)

Honoraria

District Officials shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Advice

Any District Official, who, in good faith, believes that they may be subject to the requirements of this Bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of this Bylaw to any particular instance or situation, may seek advice from the district's legal counsel with the permission of the Superintendent, Board President, or majority of the Board.

Training

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter as specified in Board Bylaw 9240 - Board Training.

Status: DRAFT

Original Adopted Date: Pending

RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the Political Reform Act, Government Code 87300-87313, require each public agency in California, including each school district, to adopt a conflict of interest code;

WHEREAS, a district is permitted to create its conflict of interest code by incorporating by reference the terms of 2 CCR 18730, along with a list of District Officials to whom the code applies and disclosure categories, in accordance with Government Code 87300 and 87306;

WHEREAS, the Governing Board of the Cutler-Orosi Joint Unified School District ("District") has previously adopted a local conflict of interest code in this manner; and

WHEREAS, the District has recently reviewed its list of District Officials, and the duties of each, and has determined that changes to the current conflict of interest code are necessary.

NOW THEREFORE BE IT RESOLVED, the Governing Board of the District adopts the following Conflict of Interest Code, including the accompanying Appendix of District Officials and Disclosure Categories, and

BE IT FURTHER RESOLVED, any earlier resolutions, bylaws, and/or appendices containing the District's conflict of interest code are hereby rescinded and superseded by this Resolution and Appendix.

PASSED AND ADOPTED THIS day of at a meeting, by the following vote:

AYES:

NOES:

ABSENT:

ATTEST:

Secretary/President: _____

Conflict of Interest Code for the Cutler-Orosi Joint Unified School District

**Conflict of Interest Code ("Code") of the
Cutler-Orosi Joint Unified School District ("District")**

The Political Reform Act (PRA) (Government Code 81000-87505) requires the District to adopt a conflict of interest code. 2 CCR 18730 contains the terms of a conflict of interest code, which may be amended by the Fair Political Practices Commission (FPPC) to conform to amendments in the PRA. Therefore, the terms of 2 CCR 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This Code and the attached Appendix, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the district.

District Officials, defined as those positions listed herein, shall file a Form 700 (also known as a Statement of Economic Interest) in accordance with the disclosure categories listed in the attached Appendix. The Form 700 shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

Category 1: A District Official designated "Category 1" shall disclose the following:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district
- b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district

Category 2: A District Official designated "Category 2" shall disclose the following:

- a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs
- b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs

For a principal in this category, the principal's department is the principal's entire school.

Category 3 (Applicable to positions that "manage public investments," as defined by Government Code 87200): A District Official designated "Category 3" shall disclose, in accordance with Government Code 87200-87210, the following:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district
- b. Investments, business positions, and sources of income, including gifts, loans, and travel payments

Designated Positions

District Officials	Disclosure Category
Governing Board Members	1 or 3
Superintendent	1 or 3
Assistant/Associate Superintendent (5)	1 or 3
Purchasing Agent	1
Director and District Administrators	2
Principal (5)	2

Disclosures for Consultants

The Superintendent or designee shall annually determine, on a case-by-case basis, which district consultants, if any, shall constitute District Officials and who shall disclose financial interests. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

**RESOLUTION No. 2026-2027-06 ADOPTING A
CONFLICT OF INTEREST CODE**

WHEREAS, the Political Reform Act, Government Code 87300-87313, require each public agency in California, including each school district, to adopt a conflict of interest code;

WHEREAS, a district is permitted to create its conflict of interest code by incorporating by reference the terms of 2 CCR 18730, along with a list of District Officials to whom the code applies and disclosure categories, in accordance with Government Code 87300 and 87306;

WHEREAS, the Governing Board of the Cutler-Orosi Joint Unified School District ("District") has previously adopted a local conflict of interest code in this manner; and

WHEREAS, the District has recently reviewed its list of District Officials, and the duties of each, and has determined that changes to the current conflict of interest code are necessary.

NOW THEREFORE BE IT RESOLVED, the Governing Board of the District adopts the following Conflict of Interest Code, including the accompanying Appendix of District Officials and Disclosure Categories, and

BE IT FURTHER RESOLVED, any earlier resolutions, bylaws, and/or appendices containing the District's conflict of interest code are hereby rescinded and superseded by this Resolution and Appendix.

PASSED AND ADOPTED THIS _____ day of _____ at a meeting, by the following vote:

AYES:

NOES:

ABSENT:

ATTEST:

Secretary/President: _____

Conflict of Interest Code for the Cutler-Orosi Joint Unified School District

Conflict of Interest Code ("Code") of the Cutler-Orosi Joint Unified School District ("District")

The Political Reform Act (PRA) (Government Code 81000-87505) requires the District to adopt a conflict of interest code. 2 CCR 18730 contains the terms of a conflict of interest code, which may be amended by the Fair Political Practices Commission (FPPC) to conform to amendments in the PRA. Therefore, the terms of 2 CCR 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This Code and the attached Appendix, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the district.

District Officials, defined as those positions listed herein, shall file a Form 700 (also known as a Statement of Economic Interest) in accordance with the disclosure categories listed in the attached Appendix. The Form 700 shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

Category 1: A District Official designated "Category 1" shall disclose the following:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district
- b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district

Category 2: A District Official designated "Category 2" shall disclose the following:

- a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs
- b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs

For a principal in this category, the principal's department is the principal's entire school.

Category 3 (Applicable to positions that "manage public investments," as defined by Government Code 87200): A District Official designated "Category 3" shall disclose, in accordance with Government Code 87200-87210, the following:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district
- b. Investments, business positions, and sources of income, including gifts, loans, and travel payments

Designated Positions

District Officials	Disclosure Category
Governing Board Members	1 or 3
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Principal (5)	2

Disclosures for Consultants

The Superintendent or designee shall annually determine, on a case-by-case basis, which district consultants, if any, shall constitute District Officials and who shall disclose financial interests. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement

4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CLOSED**

AGENDA ITEM: **PERSONNEL**

ATTACHMENTS: **PERSONNEL LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION: Employment/Additional Positions/Hours, Promotions/Assignments, Leaves, Resignations/Retirements, Employee Discipline/Dismissal/Release. (Personnel Letter will be presented at the meeting during closed session).

ITEM SUBMITTED AND APPROVED BY:

*Name and title of administrator who reviewed and approved this item: **Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

☐

1. Achieve academic Excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Personnel Letter.

PROPOSED ACTION:

APPROVE

Item #: A



**“Educating Minds,
Inspiring Futures”**

12623 Avenue 416
Orosi Ca. 93647

Phone (559) 528-4763

Fax (559) 528-3132

www.cojusd.org

TO: Board of Trustees

FROM: Sunsie Tumacder, Assistant Superintendent of Administrative Services

RE: Personnel Recommendations

DATE: September 10, 2026

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Teacher at Palm Elementary, effective August 24, 2026.
2. Preschool Aide at Palm Elementary School, effective August 10, 2026.
3. Avid Tutor at Oroshi High School, effective August 10, 2026.
4. Grant Funded R&E Aide at Cutler Elementary School, effective August 10, 2026. GRANT FUNDED
5. Grant Funded R&E Aide at El Monte Middle School, effective August 24, 2026. GRANT FUNDED
6. Teacher at Oroshi High School, effective August 31, 2026.
7. Teacher on Special Assignment, Districtwide, effective August 24, 2026.
8. Journeyperson Maintenance Bus Driver, Districtwide, effective TBD
9. Director of Information Technology, Districtwide, effective TBD

PROMOTIONS/REASSIGNMENTS:

10. 5-hour Bilingual Instructional Aide to 6-hour Bilingual Instructional Aide at Oroshi High School, effective August 10, 2026.
11. Administrative Assistant II to Executive Assistant to the Superintendent, effective August 17, 2026.
12. Grant Funded R&E Aide to Grant Funded R&E Assistant Lead at Palm Elementary School, effective August 25, 2026. GRANT FUNDED.
13. Grant Funded R&E Aide to Grant Funded R&E Assistant Lead at Golden Valley Elementary School, effective August 31, 2026. GRANT FUNDED.
14. Bilingual Instructional Aide to Preschool Aide, effective September 8, 2026.

Board of Trustees

Sandra Williams, *Board President*
Marisol Rubalcaba, *Vice President*
Delia Martinez, *Board Clerk*
Mary Helen Espino, *Trustee*
Joni Jordan, *Trustee*
Javier Quevedo, *Trustee*
Karen Gonzalez, *Trustee*

Administration

Yolanda Valdez, *Superintendent*

Shevonne Swanson
*Assistant Superintendent
Educational Services*

Sunsie Tumacder
*Assistant Superintendent
Administrative Services*



**“Educating Minds,
Inspiring Futures”**

12623 Avenue 416
Orosi Ca. 93647

Phone (559) 528-4763
Fax (559) 528-3132
www.cojUSD.org

RESIGNATIONS/RETIREMENTS:

15. Campus Security Instructional Aide at Palm Elementary School, resigned effective June 6, 2026.
16. Grant Funded R&E Aide at El Monte Middle School, resigned effective August 14, 2026.
17. Office Assistant I at El Monte Middle School, resigned effective June 5, 2026.
18. Outreach Aide at Lovell High School, resigned effective September 4, 2026.
19. Physical Education Technician at El Monte Middle School, resigned effective June 4, 2026.
20. Special Education Aide at Cutler Elementary School, retired effective August 7, 2026.
21. Director of Grants and Program Development, resigned effective September 11, 2026.

LEAVES: (Statutory – For Informational Purposes):

22. Food Service Worker at El Monte Middle School, on Baby Bonding beginning August 25, 2026 through October 29, 2026.

Board of Trustees

Sandra Williams, *Board President*
Marisol Rubalcaba, *Vice President*
Delia Martinez, *Board Clerk*
Mary Helen Espino, *Trustee*
Joni Jordan, *Trustee*
Javier Quevedo, *Trustee*
Karen Gonzalez, *Trustee*

Administration

Yolanda Valdez, *Superintendent*

Shevonne Swanson
*Assistant Superintendent
Educational Services*

Sunsie Tumacder
*Assistant Superintendent
Administrative Services*

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
September 10, 2026

AGENDA SECTION: **CLOSED-ITEM**

AGENDA ITEM: **STUDENT EXPULSION, SUSPENSION, OR
DISCIPLINARY ACTION OR OTHER ACTION
INVOLVING PUPIL RECORDS (ED CODE 35146;
48912 (B); 48918 (C))**

ATTACHMENTS: **EXPULSION LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION: The following are Student Expulsion, Suspension, or Disciplinary Action, or Other Action Involving Pupil Records (ED Code 35146; 48912(b); 48918(c)). The following case is presented for discussion during the closed session. Action will be taken upon reconvening to the open session.

Recommendation- Case Number

- 2026-2027-01-Suspended Expulsion

**ITEM SUBMITTED AND
APPROVED BY:**

Name and title of administrator who reviewed and approved this item: Melissa Delgadillo, Director of Accountability, Student Services & Categorical Programs.

BOARD GOAL:

☐

1. Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

☐

2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the case recommendation.

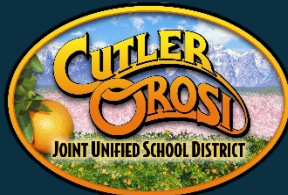
PROPOSED ACTION:

APPROVE

Item #: B

Board of Trustees

Sandra Williams, Board President
 Marisol Rubalcaba, Board Vice President
 Delia Martinez, Board Clerk
 Mary Helen Espino, Board Member
 Joni Jordan, Board Member
 Javier Quevedo, Board Member
 Karen Gonzalez, Board Member



"Educating Minds, Inspiring Futures"

Administration

Yolanda Valdez
 Superintendent
 Sherisse Swanson
 Assistant Superintendent
 Educational Services
 Sandra Tiamocher
 Assistant Superintendent
 Administrative Services

Cutler-Orosi
 Joint Unified
 School District
 12623 Avenue 416
 Orosi, Ca. 93647
 Phone: (559) 528-4763
 Fax: (559) 528-3132

Date: August 27, 2026

TO: Monica Perez-Sandoval, Executive Assistant to the Superintendent.

FROM: Elisa Arellano, Secretary

CC: Melissa Delgadillo, Director of Student Services

RE: Expulsion(s) 1 case with the recommendation of Suspension Expulsion. Request for the items to be added to the September 10, 2026, board meeting.

Re-Entry Suspended/Expulsion Case(s) #:	Recommendation: What type of Expulsion?
2026-2027-01	Suspended Expulsion