Cutler-Orosi Joint Unified School District
Regular Meeting of the Board of Trustees
Thursday, October 9, 2025
Open Session: 5:30 p.m. - Closed Session 6:30 p.m.

Meeting Location:
District Office- Board Room
12623 Avenue 416
Orosi, CA 93647
(559) 528-4763

REGULAR BOARD MEETING AGENDA

ROLL CALL AND ESTABLISHMENT OF QUORUM

	Present	Absent
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:				**School Site Administration:**	
Yolanda Valdez	___	**Linda Montemayor**	___	**Oscar Villaseñor**	___
Shevonne Swanson	___	**Jayboy Camaquin**	___	**Victoria Guzman**	___
Dr. Brian Zimmerman	___	**Ray Quintana**	___	**Dr. Larissa Goosev**	___
Faith Coleman	___	**Leanne Cerda**	___	**Dr. Diana Vides**	___
Sunsie Tumacder	___	**Veronica Raigoza**	___	**Melissa Delgadillo**	___
Raffi Soghomonian	___	**Laura Gonzalez**	___	**Yovana Castillo**	___
Lisa Castillo	___	**Jody Rush**	___	**COUTA Representative**	___
Antonio Quintanilla		**Micaela Macareno**	___	**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.

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on "protected genetic information" in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CALL TO ORDER- REGULAR OPEN SESSION at: __ Time: _____By: _____

Pledge of Allegiance led by: _____

BOARD GOALS:

1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**

2. **Build 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 that are innovative, accountable and proactive.**

PRESENTATIONS AND REPORTS (non-action items)

Superintendent's Report:

- **Cutler Elementary School Report**
- **Facilities Update & Safety Report**

Student Board Report:

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

RECESS

Motion for recess made by: _____
Motion Seconded by: _____
Recess called _____ p.m.
_____/_____/_____
Yes No Abstain Recess closed at _____p.m.

Following the awards/recognitions and recess, the regular board meeting will reconvene in the OHS Staff Lounge.

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.

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CONSENT ITEMS

Item #	Page #	Description	Goal #
1	13-23	Minutes of the Regular Board Meeting Dated September 11, 2025	3
2	24-27	Minutes of the Special Board Meeting Dated September 23, 2025	3
3	28-39	Accounts Payable Total Payments Report Dated August 28, 2025, through September 29, 2025	1, 2, 3
4	40-41	September Cash Balance Report	1, 2, 3
5	42-46	Budget Revision #3	1, 2, 3
6	47-48	Interdistrict Transfer Requests	1, 3
7	49-54	Ratify Memorandum of Understanding for Big Brothers Big Sister of Central California	1
8	55-61	Ratify Memorandum of Understanding for 6Crickets Inc. for Expanded Learning Management Basic Tool Services	1
9	62-63	Approval of Curriculum Associates ELLevation Quote for 2025-2026	1, 2, 3
10	64-66	Approve Growthpoint Technologies Services Agreement for Cutler Elementary School	1
11	67-69	Approve Growthpoint Technologies Services Agreement for Golden Valley Elementary School	1
12	70-72	Approve Growthpoint Technologies Services Agreement for Palm Elementary School	1
13	73-88	Approve Orosi High School Student Overnight Field Trip to University of Pacific in Stockton, CA for Speech and Debate Invitation Event	1
14	89-98	Approve 2025 Senior Retreat Overnight Field Trip for Migrant Program Students	1, 2
15	99-105	Orosi High School Student Overnight Field Trip to San Jose, CA for Speech and Debate Invitational Event	1
16	106-113	Ratify 2025-2026 Special Services – Behavioral Health Services Agreement with Tulare County Office of Education	3

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CONSENT ITEMS – continued

17	**114-128**	**Ratify The Valley Regional Occupational Program (ROP) Teacher Service Agreements (TSA) 2025-2026**	**1, 2, 3**
18	**129-155**	**Ratify Tulare-Kings College and Career Collaborative (TKCCC) K-12 Strong Workforce Project Round 7 (SWPR7) Agency Agreement**	**1, 2, 3**
19	**156-158**	**Approve the Memorandum of Understanding (MOU) for Parent Institute for Quality Education (PIQE)**	**2, 3**
20	**159-166**	**Memorandum of Understanding with Fresno Pacific University for Student Teaching Program**	**3**
21	**167**	**Addition to Contractor Prequalification List**	**3**
22	**168-174**	**Update Board Policy and Administrative Regulation 0450 – Comprehensive Safety**	**1, 3**
23	**175-178**	**Update Board Policy and Administrative Regulation 3515 – Campus Security**	**1, 3**
24	**179-181**	**Update Administrative Regulation 3516.1 – Fire Drill and Fires**	**1, 3**
25	**182-191**	**Ratify California Advanced Services Fund (CASF) Broadband Adoption Account Grant Award for Digital Literacy**	**2**
26	**192-198**	**Update Board Policy and Administrative Regulation 4030 – Non-Discrimination in Employment**	**3**
27	**199-217**	**Update Board Policy and Exhibit 5145.6 – Parent Guardian Notifications**	**3**
28	**218-221**	**Update Board Policy and Administrative Regulation 6142.8 – Comprehensive Health Education**	**1, 3**

Motion to approve Item #1- 28 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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CURRICULUM/ INSTRUCTION ITEMS

Item #	Page #	Description	Goal #
29	222-301	**October Curriculum and Instruction Report and District Evaluation Report with LCAP and Categorical Data** Motion to approve Item #29 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	3

ADMINISTRATIVE/ ORGANIZATIONAL ITEMS

Item #	Page #	Description	Goal #
30	302-304	**Public Hearing of the Management/Confidential Salary Schedule** Hearing Start Time: _____ Hearing End Time: _____	3
31	305	**Approval of the Management Confidential Salary Schedule** Motion to approve Item #31 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	3
32	306-326	**Resolution No. 2025-2026-05 RE: Authorization for the California State Preschool Program Continued Funding Application for Fiscal Year 2026-2027** Motion to approve Item #32 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	3
33	327-329	**Award of Contract for Palm Elementary Walk in Cooler** Motion to approve Item #33 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 3

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ADMINISTRATIVE/ORGANIZATIONAL ITEMS – continued

34 330-334 Approval of Contract with Park Planet for OHS CTE Gable Shelter 3

Motion to approve Item #34 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

35 335-341 Approval of Change Order for OHS Aquatic Complex 3

Motion to approve Item #35 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

36 342 Approval of Teacher Assignments Under Subject Matter Verification for the 2025-2026 School Year 3

Motion to approve Item #36 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

37 343-344 Approval of Committee of Assignments/Subject Matter Verification for the 2025-2026 School Year 3

Motion to approve Item #37 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

38 345-350 Certificated Negotiations Salary Settlement Agreement Disclosure 1, 2, 3

Motion to approve Item #38 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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ADMINISTRATIVE/ORGANIZATIONAL ITEMS – continued

39 351-357 First Reading: New Board Policy 0415 – Equity **3**

Motion to accept first reading of Item #39 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

40 358-361 New Exhibit 1312.3-E(1) and 1312.3-E(2): Uniform Complaint Procedures **1, 3**

Motion to accept first reading of Item #40 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

41 362-368 First Reading: New Administrative Regulation 4112.23 – Special Education Staff **3**

Motion to accept first reading of Item #41 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

42 369-370 First Reading: New Exhibit 4119.12 – Title IX Sexual Harassment Complaint Procedures **3**

Motion to accept first reading of Item #40 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

43 371-373 First Reading: New Administrative Regulation 5131.41: Use of Seclusion and Restraint **1, 3**

Motion to accept first reading of Item #43 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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ADMINISTRATIVE/ORGANIZATONAL ITEMS – continued

44 374-382 First Reading: New Board Policy 5141.5 – Mental Health 3

Motion to accept first reading of Item #44 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

45 383-388 First Reading: New Board Policy and Administrative Regulation 6142.4 – Sexual Health and HIV/AIDS Prevention Instruction 1, 3

Motion to accept first reading of Item #45 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

46 389 Approval of Additional Hours to (1) Food Service Worker II 3

Motion to approve Item #46 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

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CLOSED SESSION

Board Goal

Item A **Page(s) 390-392**

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. Avid Tutor at Orosi High School, effective September 23, 2025.
2. Behavior Intervention Technician at Cutler Elementary School, effective September 22, 2025.
3. Science Teacher at Orosi High School, effective September 23, 2025.

PROMOTIONS/REASSIGNMENTS:

4. Grant Funded Instructional Aide at El Monte Middle School, effective September 8, 2025. GRANT FUNDED
5. Preschool Teacher at Palm Elementary School, effective September 22, 2025.
6. from 3.5-hour Food Service Worker II to 4.5-hour Food Service Worker II, effective September 22, 2025.
7. from 4.5-hour Food Service Worker II to 5.5-hour Food Service Worker II, effective September 22, 2025.
8. from 3-hour Food Service Worker II to 3.5-hour Food Service Worker II, effective September 23, 2025.

RESIGNATIONS/RETIREMENTS:

9. R&E Aide at Golden Valley Elementary School, resigned effective September 30, 2025.
10. Teacher/Athletic Director at Orosi High School, resigned and pending release of contract.

LEAVES: (Statutory – For Informational Purposes):

11. Academic Coach at District Office, on Maternity Leave beginning September 13, 2025, through 6-8 weeks post-partum.
12. Special Education Aide at Orosi High School, on Maternity Leave beginning September 1, 2025, through 6-8 weeks post-partum.
13. School Psychologist at District Office, on Baby Bonding Leave beginning September 29, 2025, through October 6, 2025.
14. Teacher at Golden Valley Elementary, on Baby Bonding Leave beginning September 8, 2025, through December 16, 2025.
15. Warehouse Bus Driver at Transportation, on Baby Bonding Leave beginning September 11, 2025, through September 19, 2025.
16. Preschool Aide at Golden Valley Elementary, on Baby Bonding Leave beginning September 22, 2025, through September 30, 2025.
17. RSP Teacher at Cutler Elementary, on Baby Bonding Leave beginning December 1, 2025, through January 30, 2026.

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

_____/_____/_____

Yes No Abstain

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Item B **Public Employee Discipline/Dismissal/Release, G.C. 54957** 3
Pages: 393-396
- Resolution No. 2025-2026-06

Motion to approve Item B - Public Employee Discipline Dismissal Release made by: _____Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

Item C **Conference with Labor Negotiators – Gov. Code Section 54957.6, 3549.1 – (Non-Action discussion item only)** **3**

District Designated Representatives: Yolanda Valdez
Dr. Brian Zimmerman
Dr. Ken Caves

Employee Organization: COUTA
CSEA Chapter #253

Unrepresented Employees: Confidential/Management
(all positions in this group)

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

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REPORTING OF CLOSED SESSION ITEMS

Item A **Personnel (Gov. Code 54957): The Board will meet to consider Public Employee Appointment/Employment for the position(s) of:** 3

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

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Item B **Public Employee Discipline/Dismissal/Release, G.C. 54957** **3**

Item C **Conference with Labor Negotiators – Gov. Code Section 54957.6, 3549.1 – (Non-Action discussion item only)** **3**

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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, November 13, 2025, 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.

ADJOURNMENT: Motion to adjourn the meeting made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

Meeting adjourned at: _____ p.m.

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MINUTES OF THE REGULAR BOARD MEETING DATED SEPTEMBER 11, 2025**

ATTACHMENTS: **MINUTES OF THE REGULAR BOARD MEETING DATED SEPTEMBER 11, 2025**

FUNDING SOURCE: **N/A**

DISCUSSION:
A Regular Meeting of the Board of Trustees was held on September 11, 2025. 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 and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Regular Board Meeting Minutes Dated September 11, 2025.**

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	5:30 p.m.	Thursday September 11, 2025
Type of Meeting	Time	Day/ Date

ROSTER OF ATTENDANCE

Board of Trustees	District Office Administration		School Site Administration
Sandra Williams, Board President	Yolanda Valdez	Linda Montemayor	Oscar Villaseñor
Marisol Rubalcaba, Vice President	Shevonne Swanson	Jayboy Camaquin	Victoria Guzman
Delia Martinez, Board Clerk	Dr. Brian Zimmerman	Ray Quintana	Dr. Larissa Goosev
Mary Helen Espino, Trustee	Faith Coleman	Leanne Cerda	Dr. Diana Vides
Joni Jordan, Trustee	Sunsie Tumacder	Veronica Raigoza	Melissa Delgadillo
Javier Quevedo, Trustee - Absent	Raffi Soghomonian	Laura Gonzalez	Yovana Castillo
Karen Gonzalez, Trustee	Lisa Castillo	Jody Rush	
	Antonio Quintanilla	Micaela Macareno	

ALL TO ORDER

Board President Sandra Williams called the meeting to order at 5:30 p.m.

Pledge of Allegiance:

Trustee Marisol Rubalcaba lead the Flag Salute.

Superintendent Presentations/ Reports – Non- Action Items

Board President Williams asked for a moment of silence in honor of 9/11 and the recent loss in the community and in the country.

- **Early Education Program – Leanne Cerda**

Superintendent Valdez introduced Early Education Administrator Leanner Cerda, who provided a presentation to the Board about early education programs. She thanked her staff for the Superhero themed bulletin board decorations and for attending the meeting. she and her staff provided recognition for the following students and staff:

Gareth Lainez Barreintos – Student
Adriana Murillo – Student
Adline Mia Torres – Student
Isabel Ramirez Corona – Student
Juan Villegas – Student
Mateo Gomez – Student
Virginia Yanez – Preschool Aide
Jessica Cruz – Preschool Teacher
Brenda Serna – TK Teacher

Ruby Figueroa Student Board Representative for The Alternative Education Programs provided a presentation about past, current and upcoming events and activities for Alternative education programs.

Michelle Avila Student Board Representative for Orosi High School provided a presentation about past, current and upcoming events and activities for the high school. She also provided information about the college and career programs at OHS.

Recess

A motion was made by Trustee Delia Martinez seconded by Trustee Marisol Rubalcaba to go into recess at 6:15. The motion was approved with a vote of 6 to 0 with the votes as follows:

Sandra Williams – Yes
Marisol Rubalcaba – Yes
Delia Martinez – Yes
Mary Helen Espino – Yes

	Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes Recess Closed at 6:20 p.m.
• **Facilities Update and Safety Update**	Facilities Director Raffi Soghomonian provided a presentation about the Yettem School Facilities. He informed the school was no longer being used by TCOE and because it was now vacant there were vandalism issues. He said the windows were now boarded up to avoid getting broken again. Superintendent Valdez said they wanted to inform the board of the issues and open future discussions to decide what the next for the facilities should be. She said they would continue having discussions about the issue.
Public Comments:	Board President Williams presented the action items and entertained comments or questions about the items. No comments were presented from the public.
Consent Items:	
1. Minutes of the Regular Board Meeting Dated August 14, 2025	Superintendent Valdez noted there was a correction on the Special Board Meeting minutes. She said one of the motions had a vote of 7-0 and this should have read 6-0 as Board President Sandra Williams was absent for the meeting.
2. Minutes of the Special Board Meeting Dated August 27, 2025	She also informed the PIQE agreement included Monson Sultana because the grant funds received were also to include services for Monson-Sultana.
3. Accounts Payable Total Payments Report Dated July 29, 2025, through August 27, 2025	No added questions or comments were presented.
4. August Cash Balance Report	
5. Budget Revision #2	
6. Approve Memorandum of Understanding with Parent Institute for Quality Education	
7. Interdistrict Transfer Request List	
8. Approval of Memorandum of Understanding from Sequoias Adult Education Consortium	
9. Ratify Tulare County Office of Education Agency Agreement No. 260403 for ELA and ELD Professional Learning Services	
10. Memorandum of Understanding (MOU) for California Agricultural Teacher Induction Program Between Davis Joint Unified School District and Cutler-Orosi District	
11. Approve Service Agreement with Ignite 2 Unite for Breaking Down the Walls Program Services	

12. Ratify 2025-2026 Service Agreement with DAB Therapy Services

13. Ratify 2025-2026 Services Agreement with Soliant Health

14. Ratify 2025-2026 Central Valley Community Foundation Grant Funded by the Mitsuoka Endowment Fund

15. Ratify 2025-2026 Central Networked Improvement Communities (CVNIC) Agency Agreement Amendment

16. Approve University of California Compass Statement of Work (SOW) Renewal Agreement

17. Approve 2025-2026 Agreement with Bailey College of Science and Mathematics Center for Coastal Marine Sciences

18. Approve the Memorandum of Understanding with College of the Sequoias for TRIO Upward Bound Math and Science Program

19. Ratify Subaward Agreement for Professional Services with California State University Fresno, Foundation

20. Approve Work Based Learning (WBL) Wildland Firefighter Field Training and Practicum Overnight Stays for Fall 2025 and Spring 2026

21. Ratification of Agency Agreement Between TCOE and COJUSD for the California Center on Teaching Careers

22. Update Board Policy 0440 – District Technology Plan

23. Update Board Policy 6142.91 – Reading/Language Arts Instruction

24. Update Board Policy and Administrative Regulation 6145.2 – Athletic Competition

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Karen Gonzalez to approve Items #1-24. The motion was approved with a vote of 6 to 0 with the votes as follows:

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

Curriculum/Instruction Items:

25. September Curriculum and Instruction Report

College and Career Readiness Director Lisa Castillo provided a presentation about dual enrollment and Intersegmental General Education Transfer Curriculum (IGETC). She said students had the choice for dual enrollment and college credit. She said students

		can get college credit while fulfilling high school requirement courses and they can get college credit in addition to high school courses. She informed the IGETC program is a series of courses from community colleges, that students can complete to fulfill lower-division general education requirements while in high school before transferring to a University of California (UC) or California State University (CSU) campus. She said there were benefits to this program as it allowed students to get college courses at no cost to them and get them closer to their degree completion. A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to approve Items #25. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes
26.	Ratify New Course: Caterpillar Program Diesel Mechanics I	Assistant Superintendent Shevonne Swanson said Items 26 and 27 were two-part items as the program required two courses for completion of the program. A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to approve the report for Item #26. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez - Yes
27.	Ratify New Course: Caterpillar Program Diesel Mechanics II	A motion was made by Trustee Delia Martinez seconded by Trustee Karen Gonzalez to approve Item #49. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez - Yes
28.	Approve Disposal of Obsolete Instructional Materials and Equipment	Assistant Superintendent Shevonne Swanson said the items presented were materials that were obsolete and were no longer being used. A motion was made by Trustee Joni Jordan, seconded by Trustee Delia Martinez to approve Item #28. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes

		Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez - Yes
29.	Vote on 2025 County Committee on School District Organization of Committee Members	Board President Williams presented Item #29. She informed there were two candidates for the two positions the candidates are Drew Sorensen and Joe Hallmeyer. A motion was made by Trustee Joni Jordan, seconded by Trustee Delia Martinez to approve Item #29 voting for both candidates listed on the ballot. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez - Yes
30.	Public Hearing to Determine Whether Each Pupil Including English Learners, in Each School in the District Has Sufficient Textbooks or Instructional Materials	Board President Williams opened the public hearing at 7:02 pm. Assistant Superintendent Swanson informed the district had sufficient instructional materials. No comments or questions were presented by the public. Board President Willaims closed the hearing at 7:03 p.m.
31.	Resolution No. 2025-2026-03 Determining that Each Pupil Including English Learners in Each School In the District Has Sufficient Textbooks or Instructional Materials	A motion was made by Trustee Marisol Rubalcaba, seconded by Trustee Joni Jordan to approve Item #31. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes
32.	Approval of Variable Teram Waiver for Selena Aguilar Duran	Superintendent Valdez informed the waiver would allow the employee to continue working as they completed their credential program. A motion was made by Trustee Delia Martinez, seconded by Trustee Marisol Rubalcaba to approve Item #32. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes

33.	Approval of Committee of Assignment/Subject Matter Verification for the 2025-2026 School Year	Superintendent Valdez informed Items 33 and 34 were like the previous Item as it allowed teachers to continue employment as they worked on getting fully credentialed. She said the items approved teachers in specific elective courses and courses that are outside of their current credential. A motion was made by Trustee Delia Martinez, seconded by Trustee Karen Gonzalez to approve Item #33. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo - Absent Karen Gonzalez – Yes
34.	Approval of Teacher Assignments Under Subject Matter Verification for the 2025-2026 School Year	A motion was made by Trustee Delia Martinez, 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: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes
35.	Unaudited Actuals for Fiscal Year 2024-2025	CFO Faith Coleman provided a presentation on the unaudited actuals. She informed The Unaudited Actuals was a final report presented annually to show how the prior year ended. Up until this point in the year, we only look at budget & estimates. Now that all financial records are closed, we can see the final revenue and expenditure amounts for the 2024-25 school year. Any adjustments made after this point require an audit adjustment by the auditors. The last report for 2024-2025 will be the Audit Report which will be after the audit is completed and presented by Christy White & Associates in January. She said The District is in good fiscal standing going into 2025-26 with a sufficient fund balance. We are currently finishing the audit for 2024-25 but so far everything looks good. She said the concerns now that as one-time funds are spent along with ending of grant funds, we are going to have some tough decisions soon The uncertainty of the state economy and the $21 billion dollar should be of concern. Board president asked if there were comparison available from prior years with regards to decreased enrollment. Mrs. Coleman said that was something they might be able to put together or review. Trustee Joni Jordan asked what they felt was the reason for the continued decline in enrollment. Superintendent Valdez there could be many factors like maybe less children being born as the early education enrollment numbers seem to have decreased or maybe there was not enough housing, so families were needing to move outside of the community to find adequate housing. Superintendent Valdez informed this was going out through other districts as well. A motion was made by Trustee Marisol Rubalcaba, seconded by Joni Jordan Gonzalez to approve Item #35. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes

		Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes
36.	Resolution No. 2025-2026-04: In the Matter of Establishing Estimated Appropriations Limit for the 2025-2026 Fiscal Year and an Actual Appropriations Limit for the 2024-2025 Fiscal Year	Superintendent Valdez informed that Item 36 was a routine item presented annually. A motion was made by Trustee Karen Gonzalez, seconded by Marisol Rubalcaba 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 – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes
37.	Approve Deletion of Administrative Regulation 0440 – District Technology Plan	Assistant Superintendent informed the AR was being removed and was now being included in the new AI regulation. A motion was made by Trustee Joni Jordan, seconded by 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 – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes
38.	Second Reading: New Exhibit 1312.3- E (1) and 1312.3-E (2): Uniform Complaint Procedures	Superintendent informed the exhibit had already been presented for first read and was now being presented for final adoption. A motion was made by Trustee Delia Martinez, seconded by Joni Jordan to approve Item #38. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Yes Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Absent Karen Gonzalez – Yes
39.	First Reading of New Board Policy 0441 Artificial Intelligence	Board President Williams presented Item 39 and informed the items was presented for first reading. Superintendent Valdez informed it would be presented in the following month for final board approval. A motion was made by Trustee Delia Martinez, seconded by Marisol Rubalcaba to accept Item #39. The motion was approved with a vote of 6 to 0 with the votes as follows:

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

Public Comments on Closed Session Items:

Assistant Superintendent Brian Zimmerman informed there was a correction to Item #18 listed in the personnel letter of the agenda. He said the date should be 9/11/2025.

Closing Comments:

No added comments were presented.

Adjourn to Closed Session:

Then board thanked everyone for attending and thanked everyone for attending and thanked everyone for the informational presentations. They also thanked Mrs. Cerda for the early education presentation.

A motion was made by Trustee Delia Martinez, seconded by Trustee Marisol Rubalcaba to adjourn to Closed Session at 7:32 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 – Yes
Mary Helen Espino – Yes
Joni Jordan – Yes
Javier Quevedo – Absent
Karen Gonzalez - Yes

Reconvene to Open Session:

A motion was made by Trustee Delia Martinez seconded by Trustee Marisol Rubalcaba to Reconvene to Open Session at 8:32 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 – Yes
Mary Helen Espino – Yes
Joni Jordan – Yes
Javier Quevedo – Absent
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. Regino Peregrino, Campus Security Bus Driver at Orosi High School, effective August 11, 2025.
2. Timothy Rodriguez, Campus Security at Orosi High School, effective August 11, 2025.
3. Jocelyn Carrion, Grant Funded R&E Aide at Palm Elementary School, effective August 11, 2025. GRANT FUNDED
4. Jacob Elias, Campus Security Instructional Aide at Golden Valley Elementary School, effective August 11, 2025.

5. Makayla Gonzalez, Grant Funded R&E Aide at Cutler Elementary School, effective August 25, 2025. GRANT FUNDED
6. Dmarcus Lopez, Campus Security at Palm Elementary School, effective August 25, 2025.
7. Ashley Guerra, Food Service Worker II at El Monte Middle School, effective September 3, 2025.
8. Approval of fall, winter, and spring athletic coaches, as per attached list.

PROMOTIONS/REASSIGNMENTS:

9. Sendy Fonseca, from Outreach Aide to Bachelor Social Worker at Family Education Center, effective August 11, 2025.

RESIGNATIONS/RETIREMENTS:

10. Alexus Epps, Campus Security at Lovell High School, resigned effective August 4, 2025.
11. Cristina Velasco, Avid Tutor at Orosi High School, resigned effective August 8, 2025.
12. Vanessa Renta, Bilingual Instructional Aide at El Monte Middle School, resigned effective August 15, 2025.
13. Kayla Estrada, Preschool Aide at Palm Elementary School, resigned effective July 3, 2025.
14. Sada Khalil, Grant Funded R&E Aide at Golden Valley Elementary School, resigned effective August 29, 2025. GRANT FUNDED
15. Rafael Amezcua, Custodian Bus Driver at Orosi High School, resigned effective September 1, 2025.
16. Eladia Martin, Food Service Worker II at El Monte Middle School, resigned effective September 19, 2025.
17. Jasmine Fernandez-Silva, Preschool Teacher at Palm Elementary School, resigned effective August 18, 2025.
18. Richard Garcia, Grant Funded Educational Social Worker, Districtwide, resigned effective September 11, 2025. GRANT FUNDED

LEAVES: (Statutory – For Informational Purposes):

19. Berenice Rodriguez-Perez, Preschool Aide at Golden Valley, on Maternity Leave beginning August 11, 2025, through 6-8 weeks post-partum.
20. Cinthia Guzman Aquino, LVN at Orosi High School, on Maternity Leave beginning August 4, 2025, through 6-8 weeks post-partum.
21. Jennie Contreras, Teacher at El Monte Middle School, on Maternity Leave beginning August 11, 2025, through 6-8 weeks post-partum.
22. Judit Villegas, Teacher at El Monte Middle School, on Maternity Leave beginning September 20, 2025, through 6-8 weeks post-partum.
23. Maria Castro, Teacher at Cutler Elementary, on Maternity Leave beginning July 5, 2025, through 6-8 weeks post-partum.
24. Marlene Garcia, Teacher at Golden Valley Elementary, on Maternity Leave beginning August 11, 2025, through 6-8 weeks post-partum.
25. Mitzi Santos, School Psychologist at Cutler Elementary, on Maternity Leave beginning July 31, 2025, through 6-8 weeks post-partum.
26. Samantha Rivera, Teacher at Cutler Elementary, on Maternity Leave beginning August 30, 2025, through 6-8 weeks post-partum.

27. Valerie Montejano, Teacher at Golden Valley Elementary, on Maternity Leave beginning August 7, 2025, through 6-8 weeks post-partum.
28. Vanessa Esquibel, Teacher at Orosi High School, on Maternity Leave beginning August 7, 2025, through September 7, 2025.
29. Alfredo Medina, Site Computer Technician at Orosi High School on Baby Bonding Leave beginning August 28, 2025, through September 11, 2025.
30. Vanessa Esquibel, Teacher at Orosi High School, on Baby Bonding Leave beginning September 8, 2025, through October 31, 2025.

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

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

Item B – Discipline/Dismissal/Release

No action was taken on Item B.

Item C: Conference with Labor Negotiators

No action was taken on item C.

Comments:

No added comments were presented.

Adjournment:

A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to adjourn the meeting at 8:35 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 – Yes
Mary Helen Espino – Yes
Joni Jordan – Yes
Javier Quevedo – Absent
Karen Gonzalez – Yes

Respectfully Submitted,

Yolanda Valdez Superintendent (MM)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MINUTES OF THE SPECIAL BOARD MEETING DATED SEPTEMBER 23, 2025**

ATTACHMENTS: **MINUTES OF THE SPECIAL BOARD MEETING DATED SEPTEMBER 23, 2025**

FUNDING SOURCE: **N/A**

DISCUSSION:
A Special Meeting of the Board of Trustees was held on September 23, 2025. 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 and meet the needs of all students in a safe supportive environment.**
- ☐ 2. **Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Special Board Meeting Minutes Dated September 23, 2025.**

PROPOSED ACTION: **APPROVE**

Item #: 2

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 SPECIAL BOARD MEETING

Special	5:30 p.m.	Tuesday, September 23, 2025
Type of Meeting	Time	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
Javier Quevedo, Trustee
Karen Gonzalez, Trustee

District Office Administration

Yolanda Valdez
Shevonne Swanson
Dr. Brian Zimmerman
Raffi Soghomonian
Faith Coleman
Stephanie Herrera

ALL TO ORDER	Board Vice President Marisol Rubalcaba called the meeting to order at 5:46 p.m.
Pledge of Allegiance:	Trustee Javier Quevedo lead the Flag Salute.
Public Comments:	Board President Sandra Williams presented the Consent Items and the Administrative Organizational Items and entertained comments from the public. Tori McLain CSEA Representative addressed the board and shared comments and concerns regarding health and welfare benefits for CSEA Employees. Katie Cain, CSEA Regional Representative addressed the boar and shared comments and concerns regarding the district contacting out for services. COJUSD CSEA President Gloria Huerta addressed the Board share comments and concerns regarding the impact of cost of living for employees and their families if a zero plan for health and welfare is not approved. COJUSD Employee and union member Araceli Vasquez stated she felt health and welfare benefits should not be used as leverage for the negotiations process. Kenneth DeYoung Visalia Unified Board Member for Area 5 and CSEA representative asked the board what the districts decisions were doing to the morale of staff. Anabelle Rocha employee at the District Family Education Center asked that the Board to please reconsider their decision not to approve the health and welfare benefit separately is it may cause financial hardship for some employees. Jesse Huerta addressed the board and stated their decision to hold out on approving health and welfare benefits for the language to allow for contracting out for services was going to create a financial burden on employees as they were now going to have to pay an additional $76 out of pocket for benefits. Superintendent Valdez thanked the speakers for their comments. Board President Williams also thanked the speakers for sharing their comments and concerns. No additional comments were presented.

Consent Items:

1. Amend Service Agreement with ERC to Add a Fourth CTEFP Grant Proposal
2. Addition of Contractors the District's Cost Accounting Prequalification's List (CUPCCAA)
3. Ratify Service Agreement for Evaluation with Zajonc Corporation for Full Services Community School Grant Services
4. Ratify Services Agreement for Evaluation Services with Zajonc Corporation for Stronger Connection Grant Services
5. Ratify Service Agreement for Evaluation Services with Zajonc Corporation for Mental Health Services Program Grant Services

A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Rubalcaba to approve Items #1-5. 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

Administrative Organizational Items:

6. Approval to Accept Alta Healthcare District Grant Fund for Water Safety Program

Facilities Director Raffi Soghomonian informed the Board her and Superintendent Valdez had provided a water safety program to the Alta Health Care District Board and requested support with grant funding to provide water safety programs to students and community members. He informed the district had awarded COJUSD $120,000 in funds to offer water safety programs.

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Mary Helen Espino to approve Item #6. 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 – Abstained
Karen Gonzalez – Yes

7. Approval of Shade Structure Installation for OHS CTE Building

Mr. Soghomonian sated they were using cooperative agreements to ensure that competitive pricing had already been found. He stated this would allow them to move forward with the project without having to go out to bid. He stated the structure was a 44x40 sized structure that would allow for students to work on welding projects outdoors.

A motion was made by Trustee Mary Helen Espino seconded by Trustee Karen Gonzalez to approve Item #7. 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:	No additional comments were presented for closed session items.
Reporting of Closed Session Items:	
Item A – Personnel Items:	No action was taken on Item A.
Item B – Discipline/Dismissal/Release	No action was taken on Item B.
Item C: Conference with Labor Negotiators	No action was taken on item C.
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 6:34 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 Respectfully Submitted, Yolanda Valdez Superintendent (MM)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**ACCOUNTS PAYABLE TOTAL PAYMENTS REPORT DATED AUGUST 28 THROUGH SEPTEMBER 29, 2025**
ATTACHMENTS:	**TOTAL PAYMENTS REPORT & SUMMARY**
FUNDING SOURCE:	**N/A**

DISCUSSION:

Attached is the Accounts Payable Total Payments Report. The report is dated August 28, 2025 through September 29, 2025 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:

X	1.	**Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
X	2.	**Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
X	3.	**Create efficient and effective systems that are innovative, accountable and proactive.**

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

PROPOSED ACTION: **APPROVE**

Item #: 3

Vendor No.	Vendor Name	Ven. Type	1099		Amount
48	WESTERN ASSOCIATION OF SCHOOLS	03	00	Total Payment Amount:	$2,540.00 *
1407	CUTLER-OROSI UNIF. SCHOOL (P)	09	00	Total Payment Amount:	$7,827.87 *
2257	FRONTIER COMMUNICATIONS	00	00	Total Payment Amount:	$1,033.45 *
4237	OROSI PUBLIC UTILITY DIST. (0)	09	00	Total Payment Amount:	$7,061.47 *
4269	P G & E	03	00	Total Payment Amount:	$272,583.61 *
4325	CLINES BUSINESS EQUIPMENT INC.	03	00	Total Payment Amount:	$42,110.97 *
4372	PENAS DISPOSAL SERVICE INC.	03	00	Total Payment Amount:	$14,576.82 *
5388	GAS COMPANY, THE	03	00	Total Payment Amount:	$1,046.61 *
9803	ALTA IRRIGATION DISTRICT	09	00	Total Payment Amount:	$373.32 *
10120	MIDWAY AUTO PARTS (9)	06	06	Total Payment Amount:	$1,096.59 *
11714	DINUBA LUMBER (6)	03	00	Total Payment Amount:	$3,180.16 *
11851	CUTLER PUBLIC UTILITY	09	00	Total Payment Amount:	$1,651.62 *
12284	CAVES & ASSOCIATES	02	06	Total Payment Amount:	$1,500.00 *
13576	ABE-EL WHOLESALE, INC.	03	00	Total Payment Amount:	$36,969.13 *
14036	EWING IRRIGATION PRODUCTS	03	00	Total Payment Amount:	$5,833.94 *
17821	YETTEM SEWER	00	00	Total Payment Amount:	$133.50 *
18594	BATTERY SYSTEMS	00	00	Total Payment Amount:	$2,881.20 *
19008	ODP BUSINESS SOLUTIONS,LLC	09	00	Total Payment Amount:	$9,241.63 *
19177	LAKESHORE LEARNING MATERIALS	03	00	Total Payment Amount:	$3,542.39 *
19420	PRODUCERS	03	00	Total Payment Amount:	$57,162.32 *
19430	GOLD STAR FOODS	03	00	Total Payment Amount:	$71,122.69 *
19438	SYSCO FOODSERVICES OF	03	00	Total Payment Amount:	$222,577.30 *
19439	CULLIGAN	03	00	Total Payment Amount:	$67.00 *
19570	TULARE CO OFFICE OF EDUCATION	00	00	Total Payment Amount:	$145.17 *
19719	SAN JOAQUIN PEST CONTROL OF	03	00	Total Payment Amount:	$7,000.00 *
19773	JENSEN & PILEGARD	03	00	Total Payment Amount:	$1,367.28 *
20152	GIANNANDREA, KATHLEEN	00	00	Total Payment Amount:	$934.74 *
20356	JOSTENS	00	00	Total Payment Amount:	$212.75 *
20378	BERRY TAMARA	00	00	Total Payment Amount:	$40.91 *
20632	ERNEST PACKAGING SOLUTIONS	03	00	Total Payment Amount:	$35,972.81 *
20861	SISC III	09	00	Total Payment Amount:	$816,664.50 *
21035	CHETS PLUMBING CO	01	06	Total Payment Amount:	$2,962.62 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
21079	PITNEY BOWES INC	03	00	Total Payment Amount:	$1,001.54 *
21080	FRESNO OXYGEN	03	00	Total Payment Amount:	$32.03 *
21251	COMMITTEE FOR CHILDREN	03	00	Total Payment Amount:	$2,778.00 *
21384	LA ESPERANZA RESTAURANT	03	00	Total Payment Amount:	$3,500.00 *
21391	SMART & FINAL	00	00	Total Payment Amount:	$1,424.31 *
21528	TAMOUZIAN, DEBRA	00	00	Total Payment Amount:	$33.60 *
21584	BANKS & CO.	03	00	Total Payment Amount:	$1,568.81 *
21607	FERGUSON ENTERPRISES INC.#690	03	00	Total Payment Amount:	$2,907.17 *
21638	FRANEYS FLOOR COVERING INC.	03	00	Total Payment Amount:	$55.34 *
21778	CALIFORNIA OFFICE LIQUIDATORS	03	00	Total Payment Amount:	$374.75 *
21808	DEMCO	03	00	Total Payment Amount:	$1,577.21 *
21832	LAWRENCE TRACTOR CO.	03	00	Total Payment Amount:	$3,030.94 *
21891	VERIZON WIRELESS	00	00	Total Payment Amount:	$6,275.86 *
21999	IDEA PRINTING & GRAPHICS	03	00	Total Payment Amount:	$1,379.20 *
22058	TORRES, ROBERTA	00	00	Total Payment Amount:	$60.05 *
22086	FRUIT GROWERS SUPPLY	03	00	Total Payment Amount:	$174.33 *
22162	GEARY PACIFIC SUPPLY	03	00	Total Payment Amount:	$737.32 *
22424	PITNEY BOWES	03	00	Total Payment Amount:	$2,725.06 *
22441	CDW-G	03	00	Total Payment Amount:	$77,542.29 *
22640	JORGENSEN COMPANY	03	00	Total Payment Amount:	$678.83 *
22682	CODESP	09	00	Total Payment Amount:	$2,850.00 *
22793	W & E ELECTRIC	06	00	Total Payment Amount:	$700.43 *
22894	UNITED REFRIGERATION INC.	03	00	Total Payment Amount:	$4,238.83 *
22917	POPES PROPANE SERVICE	03	00	Total Payment Amount:	$125.95 *
22963	TULARE COUNTY OFFICE OF EDUCAT	09	00	Total Payment Amount:	$16,800.00 *
23060	DELL COMPUTER CORP.	00	00	Total Payment Amount:	$17,068.22 *
23175	4IMPRINT	03	00	Total Payment Amount:	$22,402.94 *
23238	TETER	06	06	Total Payment Amount:	$141,761.09 *
23257	FOX INTERPRETING	03	00	Total Payment Amount:	$30,496.32 *
23325	ANAYA CONSTRUCTION	02	06	Total Payment Amount:	$229,805.00 *
23358	LOZANO SMITH, LLP	06	09	Total Payment Amount:	$2,149.88 *
23413	THRESHOLD	03	00	Total Payment Amount:	$599.06 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
23484	CENTRAL VALLEY LOCK & SAFE	03	00	Total Payment Amount:	$506.11 *
23507	CHAVEZ, ISABELLE	00	00	Total Payment Amount:	$51.96 *
23663	LUPA, NORMA	00	00	Total Payment Amount:	$83.15 *
23671	CASTILLO, YOVANA	00	00	Total Payment Amount:	$180.99 *
23685	D H MACHINE INC.	03	00	Total Payment Amount:	$180.00 *
23697	WALT DISNEY TRAVEL CO., INC	03	00	Total Payment Amount:	$160,473.00 *
23700	BLAIR, CHURCH & FLYNN	03	00	Total Payment Amount:	$11,400.00 *
23802	MARVIN ARMSTRONG ARCHITECT	03	00	Total Payment Amount:	$1,602.50 *
23892	BAKEMARK	03	00	Total Payment Amount:	$11,947.97 *
23897	HOFER TENNIS	01	06	Total Payment Amount:	$594.11 *
23934	TRUCKPRO , LLC	03	00	Total Payment Amount:	$298.21 *
23986	CALIFORNIA DEPARTMENT OF ED	09	00	Total Payment Amount:	$13,230.00 *
24084	ROCHESTER 100 INC	03	00	Total Payment Amount:	$2,997.64 *
24104	SIERRA SCHOOL EQUIPMENT CO	00	00	Total Payment Amount:	$5,538.35 *
24106	KELVIN EDUCATIONAL	06	06	Total Payment Amount:	$3,825.00 *
24123	TECHNICON ENGINEERING SERVICES	03	00	Total Payment Amount:	$1,475.50 *
24195	AWARDS AND SIGNS UNLIMITED	03	00	Total Payment Amount:	$2,023.53 *
24313	EXETER MERCANTILE CO.	03	00	Total Payment Amount:	$40.44 *
24341	ZWEIGLE SEPTIC, LLC	03	00	Total Payment Amount:	$2,300.00 *
24380	A & G TELEPHONE SERVICE INC.	03	00	Total Payment Amount:	$37,822.84 *
24421	VILLAGOMEZ, MARYLOU	00	00	Total Payment Amount:	$56.32 *
24436	BUSWEST - FRESNO	03	00	Total Payment Amount:	$4,845.52 *
24545	DEPARTMENT OF JUSTICE	09	00	Total Payment Amount:	$1,728.00 *
24708	WOODLAKE GROWERS SUPPLY CO	03	00	Total Payment Amount:	$1,501.10 *
24739	HERNANDEZ, SALLY	00	00	Total Payment Amount:	$409.60 *
24751	WHITES MUSIC	03	00	Total Payment Amount:	$3,349.67 *
24756	U. S. BANK	03	00	Total Payment Amount:	$26,315.62 *
24800	APPLE INC.	00	00	Total Payment Amount:	$3,966.42 *
24853	SPORTS OFFICIATING SERVICES	01	06	Total Payment Amount:	$7,177.00 *
24870	BOOST CONFERENCE	01	06	Total Payment Amount:	$2,520.00 *
24877	MACMILLAN/MCGRAW-HILL	09	00	Total Payment Amount:	$30,479.82 *
24898	LEO'S NURSERY	02	06	Total Payment Amount:	$1,674.44 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
24904	FIRST BAPTIST CHURCH	00	00	Total Payment Amount:	$1,100.00 *
24926	SIGNS OF SUCCESS	03	00	Total Payment Amount:	$6,906.99 *
24929	SHERWIN-WILLIAMS CO., THE	03	00	Total Payment Amount:	$4,653.91 *
24974	RODRIGUEZ, MICAELA MACARENO	00	00	Total Payment Amount:	$56.00 *
24986	FOWLER LIONS CLUB, THE	00	00	Total Payment Amount:	$200.00 *
24988	KIMBALL MIDWEST	03	00	Total Payment Amount:	$2,197.80 *
25000	VISALIA LIONS BAND REVIEW	09	00	Total Payment Amount:	$425.00 *
25012	US AIRCONDITIONING DIST. INC	03	00	Total Payment Amount:	$2,412.59 *
25059	SOUND CONTRACTING	03	00	Total Payment Amount:	$3,948.10 *
25113	WESTERN BUILDING MATERIALS	03	00	Total Payment Amount:	$323.61 *
25147	RAINSCAPE	03	00	Total Payment Amount:	$59,502.30 *
25205	AUTO ZONE	00	00	Total Payment Amount:	$2,768.04 *
25214	TINOS FENCE, INC.	03	00	Total Payment Amount:	$32,485.00 *
25217	RICKS VENDING DISTRIBUTION	03	00	Total Payment Amount:	$1,522.13 *
25229	LOWES -#98007297470	00	00	Total Payment Amount:	$4,109.52 *
25325	SYNLAWN	03	00	Total Payment Amount:	$62,794.33 *
25364	AMERICAN INCORPORATED	03	00	Total Payment Amount:	$533,928.72 *
25403	SNA	00	00	Total Payment Amount:	$98.00 *
25428	CURRICULUM ASSOCIATES	06	06	Total Payment Amount:	$13,968.67 *
25449	DIGITECH INTEGRATION INC	03	00	Total Payment Amount:	$5,710.50 *
25460	COLEMAN, FAITH	00	00	Total Payment Amount:	$119.14 *
25463	MONSON-SULTANA JOINT UNION ELE	09	00	Total Payment Amount:	$3,000.00 *
25522	COASTAL ENTERPRISES	03	00	Total Payment Amount:	$28,045.81 *
25541	HAJOCA VISALIA	03	00	Total Payment Amount:	$32.25 *
25618	DUVALL, LISA	00	00	Total Payment Amount:	$71.81 *
25681	FRESNO COUNTY OFFICE OF ED	00	00	Total Payment Amount:	$13,209.00 *
25699	ACCO BRANDS USA LLC	03	00	Total Payment Amount:	$1,390.06 *
25735	J.W. PEPPER	03	00	Total Payment Amount:	$96.96 *
25741	FRESNO MOBILE RADIO	03	00	Total Payment Amount:	$470.00 *
25750	ASSOCIATION OF CALIFORNIA	09	00	Total Payment Amount:	$2,225.33 *
25757	PROJECT LEAD THE WAY	08	00	Total Payment Amount:	$3,308.87 *
25792	CHILDS AND COMPANY, INC.	03	00	Total Payment Amount:	$5,258.18 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
25845	RODRIGUEZ, MARIO	00	00	Total Payment Amount:	$291.81 *
25950	IMPERIAL DADE	09	06	Total Payment Amount:	$12,059.98 *
25958	MADERA COUNTY OFFICE OF EDUCAT	09	00	Total Payment Amount:	$350.00 *
25977	JS COMMUNICATIONS, INC.	03	00	Total Payment Amount:	$887.87 *
25985	LATINO COMMISSION	03	00	Total Payment Amount:	$50,000.00 *
25997	FUEL SERV	03	00	Total Payment Amount:	$135.00 *
26001	COOKS COMMUNICATION	03	00	Total Payment Amount:	$3,423.40 *
26003	VISTA HIGHER LEARNING	03	00	Total Payment Amount:	$8,795.12 *
26015	INGRAM BAND SUPPLY LLC	06	06	Total Payment Amount:	$1,156.31 *
26016	O'REILLY AUTO PARTS	03	00	Total Payment Amount:	$9.42 *
26057	BSN SPORTS, INC	03	00	Total Payment Amount:	$7,392.46 *
26089	FOLLETT CONTENT SOLUTIONS	03	00	Total Payment Amount:	$17,514.96 *
26109	CVIN LLC	03	00	Total Payment Amount:	$31,105.50 *
26114	LIBRARY STORE, THE	03	00	Total Payment Amount:	$303.94 *
26125	MOUNTAIN MATH/LANGUAGE LLC	09	00	Total Payment Amount:	$119.95 *
26162	J & E RESTAURANT SUPPLY INC	03	00	Total Payment Amount:	$38,718.85 *
26169	LIBERTY PAPER	03	00	Total Payment Amount:	$20,461.73 *
26188	GASPAR, JONATHAN	00	00	Total Payment Amount:	$314.67 *
26270	A&E INDUSTRIAL CLEANING	03	00	Total Payment Amount:	$959.43 *
26320	VALLEY SECURITY ALARM	03	00	Total Payment Amount:	$6,781.00 *
26380	LOPEZ, NOEMI	00	00	Total Payment Amount:	$204.09 *
26395	MEDALLION SUPPLY	03	00	Total Payment Amount:	$505.20 *
26398	HCI SYSTEMS, INC.	03	00	Total Payment Amount:	$6,994.00 *
26415	ESQUEDA, ROSALIND	01	06	Total Payment Amount:	$5,010.50 *
26449	VASQUEZ, ARACELI	00	00	Total Payment Amount:	$27.02 *
26466	CENTRAL VALLEY OFFICIALS ASSOC	03	00	Total Payment Amount:	$800.00 *
26478	VALLEY ROP	09	00	Total Payment Amount:	$66,045.00 *
26489	ERC	03	00	Total Payment Amount:	$28,750.00 *
26497	BULK BOOKSTORE	03	00	Total Payment Amount:	$2,949.76 *
26534	RUBALCABA, ERIC A.	00	00	Total Payment Amount:	$4.90 *
26590	BRAINPOP	03	00	Total Payment Amount:	$5,715.00 *
26634	GLOBAL DATEBOOKS	03	00	Total Payment Amount:	$6,415.55 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
26640	WALMART	00	00	Total Payment Amount:	$431.70 *
26666	G2SOLUTIONS, INC.	03	00	Total Payment Amount:	$99.95 *
26669	CALIFORNIA GEOLOGICAL SURVEY	00	00	Total Payment Amount:	$4,800.00 *
26687	DOCTORS OCCUPAIONAL TESTING SO	01	05	Total Payment Amount:	$1,615.00 *
26713	EMERZIAN WOODWORKING	03	00	Total Payment Amount:	$59,177.80 *
26721	REFRIGERATION SUPPLIES DISTRIB	03	00	Total Payment Amount:	$1,634.43 *
26724	CAREERSAFE	03	00	Total Payment Amount:	$1,260.00 *
26786	HOUGHTON MIFFLIN HARCOURT	03	00	Total Payment Amount:	$10,258.82 *
26831	UNIVERSITY OF OREGON - PBISAPP	09	00	Total Payment Amount:	$5,700.00 *
26848	GREAT MINDS PBC	03	00	Total Payment Amount:	$67,265.41 *
26912	AMAZON CAPITAL SERVICES	03	00	Total Payment Amount:	$155,347.32 *
26924	DANIEL'S MOBILE	01	06	Total Payment Amount:	$175.00 *
26925	DEL TORO, CHRISTOPHER	00	00	Total Payment Amount:	$339.71 *
26930	MOYA, KARINA	00	00	Total Payment Amount:	$30.27 *
26947	RECONNECTING YOUTH INC.	03	00	Total Payment Amount:	$5,000.00 *
26981	RUSH	02	06	Total Payment Amount:	$1,699.76 *
26996	CABE	09	00	Total Payment Amount:	$11,250.00 *
27008	SUNBELT RENTALS, INC.693182	03	00	Total Payment Amount:	$1,726.64 *
27091	PAPE TRUCKS INC.	03	00	Total Payment Amount:	$1,703.66 *
27153	JAMF SOFTWARE, LLC.	03	00	Total Payment Amount:	$25,034.00 *
27160	ASPHALT ENGINEERING	06	06	Total Payment Amount:	$1,100.00 *
27177	CALIFORNIA STATE BAND CHAMPION	00	00	Total Payment Amount:	$1,125.00 *
27189	TITAN SPORTS PRO	06	06	Total Payment Amount:	$28,332.58 *
27192	WILMINGTON TRUST	00	00	Total Payment Amount:	$136,978.17 *
27226	CAPISTRAN, JULIA	00	00	Total Payment Amount:	$129.92 *
27242	BLUELIGHT ELECTRIC	03	00	Total Payment Amount:	$1,425.00 *
27292	ORBIT LANES	03	00	Total Payment Amount:	$1,627.50 *
27299	NUESTRO TIEMPO PUBLISHING	01	06	Total Payment Amount:	$471.90 *
27349	ON PREMISE PRODUCTS INC.	03	00	Total Payment Amount:	$13,566.68 *
27362	SIERRA VIEW CONSTRUCTION	01	06	Total Payment Amount:	$13,400.00 *
27363	NEWSELA, INC.	03	00	Total Payment Amount:	$3,426.55 *
27366	AGUAYO, SARAH	00	00	Total Payment Amount:	$148.89 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
27374	SEESAW LEARNING, INC.	03	00	Total Payment Amount:	$6,499.00 *
27393	INSTITUTE FOR MULTI SENSORY ED	06	06	Total Payment Amount:	$2,566.03 *
27394	NUNEZ, ERICA	00	00	Total Payment Amount:	$66.74 *
27428	CINTAS	03	00	Total Payment Amount:	$4,609.74 *
27456	ZAJONC CORP	03	00	Total Payment Amount:	$13,932.50 *
27457	COLLEGE BOARD	03	00	Total Payment Amount:	$8,553.00 *
27461	JOHNSTONE SUPPLY	03	00	Total Payment Amount:	$734.84 *
27469	EDPUZZLE	03	00	Total Payment Amount:	$7,143.30 *
27478	SCHOLASTIC, INC.	03	00	Total Payment Amount:	$89.90 *
27482	BOOM LEARNING	03	00	Total Payment Amount:	$1,149.90 *
27483	PARENTS AS TEACHERS	03	00	Total Payment Amount:	$1,350.00 *
27487	BURLINGTON ENGLISH INC.	03	00	Total Payment Amount:	$4,800.00 *
27488	YETTEM-SEVILLE CSD	03	00	Total Payment Amount:	$175.30 *
27493	SOLIANT HEALTH, LLC	06	06	Total Payment Amount:	$17,135.00 *
27517	SIERRA RANGE CONSTRUCTION	03	00	Total Payment Amount:	$94,316.44 *
27532	ALLIED STORAGE CONTAINERS	03	00	Total Payment Amount:	$2,027.86 *
27537	QUIZIZZ INC.	03	00	Total Payment Amount:	$5,375.00 *
27570	SAVVAS LEARNING CO., LLC.	06	06	Total Payment Amount:	$12,318.22 *
27574	HD SUPPLY	03	00	Total Payment Amount:	$18,103.97 *
27593	LEAF	06	01	Total Payment Amount:	$4,455.77 *
27595	WATER SYSTEM SOLUTIONS LLC	03	00	Total Payment Amount:	$455.00 *
27601	HEARTLAND PAYMENT SYSTEMS	03	00	Total Payment Amount:	$5,788.00 *
27602	INTERNATIONAL ACADEMY OF SCIEN	09	00	Total Payment Amount:	$11,850.00 *
27609	NICK'S CUSTOM GOLF CARS	03	00	Total Payment Amount:	$1,689.30 *
27615	ROCKET MATH, LLC	03	00	Total Payment Amount:	$10,161.00 *
27641	WEST MUSIC COMPANY, INC.	03	00	Total Payment Amount:	$5,451.57 *
27644	OPEN UP RESOURCES	09	00	Total Payment Amount:	$38,618.71 *
27663	SAVECO #22	03	00	Total Payment Amount:	$270.04 *
27664	RAYMOND WEST	00	00	Total Payment Amount:	$135.00 *
27697	ZERO NOX, INC.	03	00	Total Payment Amount:	$1,660.85 *
27719	CONN DOORS	01	06	Total Payment Amount:	$3,924.05 *
27726	LEONA WOODS	01	06	Total Payment Amount:	$5,726.00 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
27745	ALTAMIRANO, ALBANELI	00	00	Total Payment Amount:	$476.67 *
27776	IXL LEARNING	03	00	Total Payment Amount:	$2,300.00 *
27787	MUSIC THEATRE INTERANTIONAL	03	00	Total Payment Amount:	$2,239.63 *
27788	AT & T CALNET 4	00	00	Total Payment Amount:	$7,782.73 *
27796	CRISIS PREVENTION INSTITUTE	03	00	Total Payment Amount:	$200.00 *
27806	DELTAMATH SOLUTIONS, INC.	03	00	Total Payment Amount:	$170.00 *
27809	LYRICOS LEARNING, LLC	06	06	Total Payment Amount:	$3,244.80 *
27812	LATON UNIFIED SCHOOL DISTRICT	00	00	Total Payment Amount:	$250.00 *
27843	LEADERSHIP ASSOCIATES, LLC	06	06	Total Payment Amount:	$2,000.00 *
27892	CHRISTY WHITE, INC.	03	00	Total Payment Amount:	$18,312.30 *
27899	MINERAL KING PUBLISHING, INC.	03	00	Total Payment Amount:	$620.00 *
27902	PREFERRED MOBILE EQUIPMENT	01	06	Total Payment Amount:	$3,421.80 *
27906	PLASCENCIA, TABITA	00	00	Total Payment Amount:	$210.82 *
27927	USPS-POC	03	00	Total Payment Amount:	$6,800.00 *
27941	CALIFORNIA COMMERCIAL POOLS,	03	00	Total Payment Amount:	$256,824.00 *
27942	SUPERIOR SERVICE CORP	03	00	Total Payment Amount:	$2,338.03 *
27949	MINGA SOLUTIONS INC.	03	00	Total Payment Amount:	$11,150.00 *
27956	EWELL EDUCATION SERVICES, INC.	03	00	Total Payment Amount:	$1,418.00 *
27957	CHASE	00	00	Total Payment Amount:	$74,159.91 *
27966	CARREON, LISELDA	01	06	Total Payment Amount:	$570.26 *
27968	ELLIS, HANNAH	00	00	Total Payment Amount:	$86.21 *
27985	QUADIENT POSTAGE FUNDING	03	00	Total Payment Amount:	$6,800.00 *
27994	GAME PLAN ATHLETIC TRAINING	01	06	Total Payment Amount:	$6,387.50 *
27998	HERNANDEZ, LISSETH	00	00	Total Payment Amount:	$156.73 *
28003	TODD COMPANIES	03	00	Total Payment Amount:	$17,696.30 *
28011	AVERHEALTH	03	00	Total Payment Amount:	$1,705.00 *
28046	NO SURRENDER FRESNO, LLC	03	00	Total Payment Amount:	$10,320.00 *
28047	GUADALUPE GARDENS	01	06	Total Payment Amount:	$350.00 *
28069	METEOR EDUCATION, LLC	03	00	Total Payment Amount:	$129,155.84 *
28076	GONZALEZ, LAURA	00	00	Total Payment Amount:	$31.36 *
28102	DIAZ, MONICA	00	00	Total Payment Amount:	$212.00 *
28135	MARTINEZ, MATTHEW R.	00	00	Total Payment Amount:	$124.62 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
28144	NOVEL EFFECT, INC	03	00	Total Payment Amount:	$299.94 *
28145	KASEYA US, LLC	03	00	Total Payment Amount:	$2,505.60 *
28147	SANDOVAL, SERGIO	01	06	Total Payment Amount:	$1,674.00 *
28176	UNITED HEALTH CENTERS OF THE	09	00	Total Payment Amount:	$46,827.21 *
28193	ALEJANDRA REYNA MARTIN	00	00	Total Payment Amount:	$9.10 *
28196	PESI INC	09	00	Total Payment Amount:	$14,850.00 *
28197	E.L. ACHIEVE, INC.	03	00	Total Payment Amount:	$53,087.36 *
28229	CREATIVE PROMO, THE	03	00	Total Payment Amount:	$1,620.19 *
28256	DANNIS WOLIVER KELLEY	03	00	Total Payment Amount:	$2,000.00 *
28261	AIR TREATMENT CORPORATION	03	00	Total Payment Amount:	$28,619.48 *
28264	DAVID RODRIGUEZ	01	06	Total Payment Amount:	$1,820.00 *
28271	HEALTHY CAMPUS	03	00	Total Payment Amount:	$124,687.74 *
28276	KAI ATHLETIC LLC	03	00	Total Payment Amount:	$4,401.00 *
28288	ASCENDANCY SOLUTIONS, INC	03	00	Total Payment Amount:	$660.00 *
28303	ORTEGA RESTARAUNT	01	06	Total Payment Amount:	$6,558.00 *
28313	MGT IMPACT SOLUTIONS, LLC	06	06	Total Payment Amount:	$15,448.50 *
28320	AMERICAN EAGLE ENTERPRISES	03	00	Total Payment Amount:	$2,726.44 *
28326	MASCOT JUNCTION, INC.	03	00	Total Payment Amount:	$4,658.14 *
28327	SALEM ENGINEERING GROUP, INC	03	00	Total Payment Amount:	$7,950.00 *
28332	PLAYCORE GROUP, INC	03	00	Total Payment Amount:	$3,071.66 *
28338	BENKOSKY, HANNAH	00	00	Total Payment Amount:	$220.54 *
28340	RIVERA, SAMANTHA	00	00	Total Payment Amount:	$52.23 *
28342	FRIENDS OF THE BULLDOG MARCHIN	08	00	Total Payment Amount:	$450.00 *
28343	WOLFF, DANIELLE	00	00	Total Payment Amount:	$515.33 *
28344	STAHLS ID DIRECT	03	00	Total Payment Amount:	$1,294.51 *
28347	CAASFEP	09	00	Total Payment Amount:	$900.00 *
28356	WATTS, JEREMY	00	00	Total Payment Amount:	$24.00 *
28357	MEDEIROS, KELLSI	00	00	Total Payment Amount:	$200.00 *
				Total Payment Amount:	$5,411,463.75 *

Vendor No.	Vendor Name	Ven. Type	1099	Amount

Grand Total Payment Amount: $5,411,463.75 **

TOTAL PAYMENTS SUMMARY REPORT

August 28, 2025 - September 29, 2025

Books, Materials & Supplies *40xxx - 44000*	$	800,223
Food - Food Services *47xxx*	$	399,909
Professional Services, Operations & Repairs *51xxx - 54xxx, 56xxx - 58000*	$	1,218,190
Utilities & Communications *55xxx & 59xxx*	$	325,952
Interest Payments *7380*	$	212,140
Capital Outlay (Construction & Equipment) *6xxxx*	$	1,638,385
Health Insurance *9xxxx*	$	816,665
TOTAL	**$**	**5,411,464**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**SEPTEMBER CASH BALANCE REPORT**
ATTACHMENTS:	**SEPTEMBER CASH BALANCE REPORT**
FUNDING SOURCE:	**N/A**

DISCUSSION:

At the start of each month, the Business Office reviews the District's cash position to ensure adequate cash reserves are on hand to pay for District operations. The September Cash Balance Report is positive and submitted for review.

ITEM SUBMITTED AND APPROVED BY:	***Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer***
BOARD GOAL:	**X** **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
	X **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
	X **3. Create efficient and effective systems that are innovative, accountable and proactive.**
RECOMMENDATION:	**The Superintendent recommends the Board approve the September Cash Balance Report**
PROPOSED ACTION:	**APPROVE**

Item #: 4

County Fund	District Number	Fund		Current Cash 9110	Previous Total Payroll Objects	Percentage (%)
608	8	0100	General Fund	$58,126,999.93	$5,789,588.13	1,003.99
N/A	8	0800	Student Activity Special Revenue Fund	$0.00		
AAQ	8	1100	Adult Education Fund	$60,719.11	$26,048.80	233.10
AWL	8	1200	Child Development Fund	$1,784,225.49	$177,793.60	1,003.54
AUB	8	1300	Cafeteria Special Revenue Fund	$2,925,234.28	$178,981.94	1,634.37
AAT	8	1700	Special Reserve Fund for Other than Capital Outlay Pr	$0.65		
AZT	8	2110	Building Fund #1	$8,032,572.30		
AJS	8	2120	Building Fund # 2	$328,575.88		
AJK	8	2510	Developer Fees Fund	$78,346.52		
AAW	8	3500	County School Facilities Fund - New Construction	$0.00		
ABF	8	3510	County School Facilities Fund - Modernization	$948,220.24		
AAV	8	4000	Special Reserve Fund for Capital Outlay Projects	$0.05		
689	8	5100	Bond Interest & Redemption Fund - #1	$729,231.75		
61C	8	5110	Bond Interest & Redemption Fund - #2	$585,943.71		
61D	8	5120	Bond Interest & Redemption Fund - #3	$0.00		
			Report Total	**$73,600,069.91**		

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**BUDGET REVISION # 3**
ATTACHMENTS:	**BUDGET REVISION # 3**
FUNDING SOURCE:	**N/A**

DISCUSSION:

Each month the District Business Office ensures that all the expenditures are in line with the District's Adopted Budget. Revisions must be made to reflect the reality of the day to day living to accommodate the fluctuation in the program resources.

The attached Budget Revision # 3 is for September 2025.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer*

BOARD GOAL:

- X **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- X **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
- X **3. Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Budget Revision # 3.**

PROPOSED ACTION: **APPROVE**

Item #: 5

8 Cutler-Orosi Joint Unified School District
Fiscal Year: 2025 October

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget	Explanations
Fund:	**010 General Fund**				
LCFF	62,443,326	62,910,520	-	62,910,520	
Federal Revenues	14,174,103	14,169,124	158,767	14,327,891	1
Other State Revenues	14,885,136	15,034,811	130,488	15,165,299	1
Other Local Revenues	3,339,856	3,344,856	52,675	3,397,531	1
Revenues	**94,842,421**	**95,459,311**	**341,930**	**95,801,241**	
Expenditures					
Certificated Salaries	31,727,511	31,890,222	37,104	31,927,326	1
Classified Salaries	15,852,450	15,870,397	20,228	15,890,625	1
Employee Benefits	24,950,184	25,025,994	73,060	25,099,054	1
Books and Supplies	6,149,469	6,832,514	657,843	7,490,357	1
Services, Other Operating	13,751,377	15,109,180	669,786	15,778,966	1
Capital Outlay	10,313,740	11,076,358	61,342	11,137,700	1
Other Outgo	1,469,864	1,469,864	-	1,469,864	
Indirect Costs	(222,305)	(215,933)	9,807	(206,126)	1
Total Expenditures	**103,992,289**	**107,058,596**	**1,529,170**	**108,587,766**	
Other Financing Sources/Uses					
Transfer Out	-	-	-	-	
Fund:	**110 Adult Education Fund**				
Federal Revenues	105,153	105,153	-	105,153	
Other State Revenue	331,057	331,057	-	331,057	
Other Local Revenue	-	-	-	-	
Revenues	**436,210**	**436,210**	**-**	**436,210**	
Expenditures					
Certificated Salaries	116,585	116,585	-	116,585	
Classified Salaries	55,506	55,506	-	55,506	
Employee Benefits	77,893	77,893	-	77,893	
Books and Supplies	10,444	10,444	-	10,444	
Services, Other Operating	160,640	160,640	-	160,640	
Capital Outlay	-	-	-	-	
Indirect Costs	15,142	15,142	-	15,142	
Total Expenditures	**436,210**	**436,210**	**-**	**436,210**	

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget	Explanations
Fund:	**120 Child Development Fund**				
Other State Revenues	2,518,810	2,532,669	-	2,532,669	
Other Local Revenues	-	-	-	-	
Revenues	**2,518,810**	**2,532,669**	-	**2,532,669**	
Expenditures					
Certificated Salaries	210,000	210,000	-	210,000	
Classified Salaries	1,141,086	1,141,086	-	1,141,086	
Employee Benefits	804,560	804,560	-	804,560	
Books and Supplies	150,733	164,592	-	164,592	
Services, Other Operating	39,628	39,628	-	39,628	
Capital Outlay	70,000	70,000	-	70,000	
Indirect Costs	118,803	118,803	-	118,803	
Total Expenditures	**2,534,810**	**2,548,669**	-	**2,548,669**	
Fund:	**130 Cafeteria Special Revenue Fund**				
Federal Revenues	4,232,940	4,232,940	-	4,232,940	
Other State Revenues	900,272	900,272	-	900,272	
Other Local Revenues	25,000	25,000	-	25,000	
Revenues	**5,158,212**	**5,158,212**	-	**5,158,212**	
Expenditures					
Certificated Salaries	20,518	20,518	-	20,518	
Classified Salaries	1,283,593	1,306,493	1,570	1,308,063	2
Employee Benefits	671,801	680,359	404	680,763	2
Books and Supplies	2,785,626	2,785,626	(10,000)	2,775,626	2
Services, Other Operating	185,150	185,150	15,650	200,800	2
Capital Outlay	300,000	300,000	-	300,000	
Indirect Costs	88,360	88,360	-	88,360	
Total Expenditures	**5,335,048**	**5,366,506**	**7,624**	**5,374,130**	
Fund:	**211 Building Fund #1**				
Other Financing Sources/Uses	-	8,396,592	-	**8,396,592**	
Expenditures					
Services, Other Operating	-	-	-	-	
Capital Outlay	-	8,396,592	(137,604)	**8,258,988**	3
Other Outgo	-	-	-	-	
Total Expenditures	-	**8,396,592**	**(137,604)**	**8,258,988**	

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget	Explanations
Fund:	**212 Building Fund #2**				
Expenditures					
Services, Other Operating	-	-	-	-	
Capital Outlay	-	737,687	-	737,687	
Other Outgo	-	-	-	-	
Total Expenditures	**-**	**737,687**	**-**	**737,687**	
Fund:	**251 Developer Fees Fund**				
Other Local Revenues	54,379	54,379	-	54,379	
Revenues	**54,379**	**54,379**	**-**	54,379	
Expenditures					
Services, Other Operating	-	-	-	-	
Capital Outlay	54,379	54,379	-	54,379	
Other Outgo	-	-	-	-	
Total Expenditures	**54,379**	**54,379**	**-**	**54,379**	
Fund:	**350 County School Facilities Fund - Palm Kinder**				
Other Local Revenues	-	-	-	-	
Revenues	**-**	-	**-**	-	
Expenditures					
Services, Other Operating	-	-	-	-	
Capital Outlay	-	40,895	(4,730)	36,165	4
Other Outgo	-	-	-	-	
Total Expenditures	**-**	**40,895**	**(4,730)**	36,165	
Fund:	**351 County School Facilities Fund - Mondernization**				
Other Local Revenues	-	-	-	-	
Revenues	-	**-**	-	-	
Expenditures					
Services, Other Operating	-	-	-	-	
Capital Outlay	-	883,162	-	883,162	
Other Outgo	-	-	-	-	
Total Expenditures	-	**883,162**	**-**	**883,162**	

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget	Explanations
Fund:	**511 Bond Interest Fund #2**				
Other Local Revenues	398,807	595,733	-	595,733	
Revenues	**398,807**	**595,733**	-	595,733	
Expenditures					
Services, Other Operating	-	-	-	-	
Capital Outlay	-	-	-	-	
Other Outgo	258,807	455,733	-	455,733	
Total Expenditures	**258,807**	**455,733**	-	**455,733**	

General Fund

1) **Federal Revenue** increased due to Title V allocation. **Other State Revenues** was increased by $130,488 due to budgeting for Prop 28, Fiscal Year 2026. **Other Local Revenues** increased due to REAP and Healthy Family Grant. **Certificated Salaries, Classified Salaries,** and **Benefits** increased due to teacher auxilary pay and after-school intervention. **Books & Supplies** and **Services, Other Operating** increased by $657,843 and $669,786 respectively due to budgeting for prior year carryover and to budget for Prop 28 and Title V. **Capital Outlay** increased by $61,342 to budget carryover. **Indirect Costs** was increased to align with current expenditures.

Cafeteria Fund

2) **Classifed Salaries** and **Employee Benefits** increased to budget for increased auxiliary time. **Books** and **Supplies** was reduced and **Services, Other Operating** was increased to budget for increased rental costs.

Building Fund #1

3) **Capital Outlay** was decreased $137,604 due to a GASB 31 adjustment to prior year interest.

County School Facilities Fund - Palm Kinder

4) **Capital Outlay** was decreased $4,730 due to a GASB 31 adjustment to prior year interest.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

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:	[X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
	[ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
	[X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**
RECOMMENDATION:	**The Superintendent recommends the Board approve the Interdistrict requests.**
PROPOSED ACTION:	**APPROVE**

Item #: 6

INTER-DISTRICT TRANSFER REQUESTS

October 9, 2025

OUTGOING REQUESTS for 2025-2026			
Student	**District Requested**	**Reason**	**Approved/ Denied**
G. Aguilar	Tulare City	Parent Employment	Approved
R. Aguila Jaime	Kings Canyon	McKinney-Vento	Approved

INCOMING REQUESTS for 2025-26			
Student	**District of Residence**	**Reason**	**Approved/ Denied**
D.I Telles Matias	Dinuba	Unsatisfactory Attendance	Denied
K. Ruiz Hernandez	Monson	Continued Attendance	Approved
S. Ruiz Hernandez	Monson	Continued Attendance	Approved
C. Ruiz Hernandez	Monson	Continued Attendance - Sibling	Approved
A. Carrillo	Visalia	Continued Enrollment	Approved
M. Luipian	Visalia	Parent Employment	Approved
J. Montes	Visalia	Child Care	Approved

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**RATIFY MEMORANDUM OF UNDERSTANDING FOR BIG BROTHERS BIG SISTERS OF CENTRAL CALIFORNIA**
ATTACHMENTS:	**MEMORANDUM OF UNDERSTANDING FOR BIG BROTHERS BIG SISTERS OF CENTRAL CALIFORNIA**
FUNDING SOURCE:	**FULL-SERVICE COMMUNITY SCHOOLS GRANT**

DISCUSSION: The Big Brothers Big Sisters of Central California program will be offered at the following Cutler-Orosi Joint Unified School District sites: Cutler Elementary, Golden Valley Elementary, Palm Elementary, El Monte Middle School, and Orosi High School. It is understood that the High School Bigs Program and Junior Bigs Program will build upon existing programs to create a results-oriented multi-faceted strategy for enhanced learning opportunities for children living in adversity in the Cutler- Orosi area, concentrating on their social and emotional development and well being, as well as academic growth. The terms of this agreement are effective October 2025 through August 2026. The total contract amount is $131,250.

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:

- [X] **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board ratify the MOU for Big Brothers Big Sisters of Central California.**

PROPOSED ACTION: **RATIFY**

Item #: 7

Big Brothers Big Sisters
OF CENTRAL CALIFORNIA

Memorandum of Understanding

This Memorandum of Understanding (MOU) establishes that Big Brothers Big Sisters of Central California (BBBSCC) at 4047 N. Fresno Street Fresno, CA 93726 and Cutler-Orosi Joint Unified School District School (COJUSD) at 12623 Avenue 416, Orosi, CA 93647 agree to the following terms and conditions as partners in the High School Bigs Program.

The program will be offered at the following Cutler-Orosi Joint Unified School District sites: Palm Elementary, Cutler Elementary, Golden Valley Elementary, Orosi High School and El Monte Middle School. It is understood that the High School Bigs Program and Junior Bigs Program will build upon existing programs to create a result oriented multi-faceted strategy for enhanced learning opportunities for children living in adversity in the Cutler-Orosi area, concentrating on their social and emotional development and well-being, as well as academic growth. The terms of this agreement are effective October 2025 through August 2026.

Palm Elementary will refer a minimum of **45** elementary students. Students that are referred must meet 2 of the following criteria:

1. Low-income families and/or household that qualifies for free or reduced lunch
2. Living in a non-traditional family household (single parent, living in foster care/grandparents/aunts/uncles, parent with a history of incarceration, etc.)
3. Considered at-risk

Golden Valley Elementary will refer a minimum of **25** elementary students. Students that are referred must meet 2 of the following criteria:

1. Low-income families and/or household that qualifies for free or reduced lunch
2. Living in a non-traditional family household (single parent, living in foster care/grandparents/aunts/uncles, parent with a history of incarceration, etc.)
3. Considered at-risk

Cutler Elementary will refer a minimum of **15** elementary students. Students that are referred must meet 2 of the following criteria:

1. Low-income families and/or household that qualifies for free or reduced lunch
2. Living in a non-traditional family household (single parent, living in foster care/grandparents/aunts/uncles, parent with a history of incarceration, etc.)
3. Considered at-risk

Orosi High School will refer a minimum of **65** high school students. Students that are accepted must meet the following criteria:

1. Provide two letters of recommendation: one from parent/guardian and one from school personnel
2. Must be able to commit for at least one school year
3. Must complete volunteer interview and Child Safety Training

El Monte Middle School will refer a minimum of **25** middle school students. Students that are accepted must meet the following criteria:

1. Provide two letters of recommendation: one from parent/guardian and one from school personnel
2. Must be able to commit for at least one school year
3. Must complete volunteer interview and Child Safety Training

With collaboration from teachers, administrators, and parents; each elementary school student will be assessed with a customized goal targeting their individual needs.

Big Brothers Big Sisters of Central California will:

- Serve 175 students (85 elementary aged students, 65 high school students and 25 middle school students)
- Complete the volunteer enrollment process for the referred high school and middle school mentors
- Oversee all operational activities including prospective Big Brothers/Big Sisters interviewing, training, matching, support and closure procedures
- Oversee all operational activities including prospective Little Brothers/Little Sisters interviewing, assessing, matching, support and closure procedures
- Conduct initial match meeting between the Big and Little with a letter of introduction sent to the parent/guardian to meet their child's Big Brother/Big Sister.
- Secure BBBSCC signed agreements for the match from the Big and Little, establishing regular meeting times

Program Includes:

- Contract from October 2025-August 2026
- Complete supplies for hands on learning activities to meet the needs of each student
- Annual pre & post Youth Outcome Surveys (YOS) and Strength of Relationship (SOR) survey for youth ages 9 and older
- Provide all marketing materials for students and parents; academic log for each student
- Scholarships offered to all qualifying seniors in High School Bigs Program
- Track each student's grades, social and emotional behaviors. School sites will provide report cards and data as needed
- Salary for a trained Program Coordinator with a bachelor degree. BBBSCC staff member is screened, CPR certified, TB clearance, Fundamental of Youth Protection certified, and hired by BBBSCC
- Salary for Program Assistant screened, trained, TB clearance and hired by BBBSCC
- Full supervision and coordination of program
- Big Brothers Big Sisters t-shirt for every student

Additional Services:

- Two summer events
- Holiday celebration for Bigs and Littles
  - All Littles & Bigs will receive a gift
  - Food and games
- Customized backpacks and school supplies for Littles
- Provide additional virtual one-on-one match meeting between Big, Little and supervised by coordinator, when applicable
- Provide additional resources for families as needed

Program Cost

Date:	Oct 2025- Aug 2026
Program dates:	Mon, Tues, Wed & Thurs
Summer event:	2
End of the Year Celebration:	1
Holiday celebration:	1
Number of students served:	175
Cost per student:	$625.00
Additional services per student:	$125.00

Cost for Palm Elementary:	$33,750.00
Cost for Golden Valley Elementary:	$18,750.00
Cost for Cutler Elementary:	$11,250.00
Cost for Orosi High School	$48,750.00
Cost for El Monte Middle School:	$18,750.00
Total cost for COJUSD:	**$131,250.00**

1. Compensation/ Billing: Total cost of program is $131,250.00. Cutler - Orosi Joint Unified School District will be billed $65,625 on October 1, 2025 and $65,625 on April 1, 2026.

2. Effective Date and Duration. The MOU and the obligation hereunder shall be effective upon signatures and dates of all parties. The agreement and the scope of services under this MOU will cover all services rendered as of October 2025 and end August 2026.

3. Termination of MOU for Convenience of Either Party. Any party may terminate this MOU at any time by giving to the other party thirty (30) days written notice of each

termination. Termination for convenience shall be effective at 11:59 p.m., Pacific Standard Time on the intended date for termination (the "Termination Date"). The terminating party shall have no effect upon the rights and obligations of the parties arising out of any transaction occurring prior to the effective date of such termination.

4. Termination of MOU for Cause. If either party fails to perform its duties under this MOU or if either party breaches any of the material terms or provisions of the MOU, then the non-breaching party shall have the right to terminate this MOU effective immediately upon giving written notice to the breaching party.

5. Entire Agreement and Modification. This MOU supersedes all previous agreements and constitutes the entire understanding of the parties hereto. All parties specifically acknowledge that in entering into and executing this MOU that they shall rely solely upon the provisions contained in this MOU. In the unique circumstance that BBBSCC program cannot be delivered in the traditional fashion, BBBSCC has developed a plan and curriculum to facilitate program and match meetings via online platforms.

6. Enforceability. If any term, covenant, condition, or provision of this MOU is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired, or invalidated thereby.

7. Indemnification.
    a. Each party agrees to defend, hold harmless, and indemnify the other party's (and the other party's officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses, losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to, personal injury, death at any time, and property damage) arising out of or made necessary by: (a) the indemnifying party's breach of the terms of this MOU, (b) the act or omission of the indemnifying party, its employees, officers, agents, and assigns in connection with the performance of this MOU, and (c) the presence of the indemnifying party, its officers, employees, agents, assigns, or invitees on the other party's premises.
    b. In the event of any action or proceeding is brought against any party by reason of any claim or demand discussed in this section, upon notice, the indemnifying party shall defend the action or proceeding at the indemnifying party's expense, through counsel reasonably satisfactory to the other party or parties. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is made.
    c. The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other party, its officers, employees, trustees, or agents.

d. These indemnification obligations shall survive the expiration and/or termination of this MOU.

8. Confidentiality. Services provided by BBBSCC are confidential in nature. All student records, health records or other records provided to BBBSCC and their officers, agents, or employees, except as authorized by law are confidential and are not to be shared with other parties. Confidential information obtained by Cutler-Orosi Joint Unified School District or its officers, agents, or employees, in the course of receiving services and/or residential placements under this MOU may not be disclosed except as authorized by law or unless Cutler-Orosi Joint Unified School District secures prior written authorization from the parent/guardian of the child. Cutler-Orosi Joint Unified School District and their officers, agents, and employees, agree to obey all applicable laws and regulation, including without limitation the provisions of the Health Information Portability and Accountability Act, the Public Health Service Act (42 U.S.C. Section 290ee-3), Title 42 of the Code of Federal Regulations, any other applicable Federal, State, or local laws, regulations, directives, or guidelines. All student records by Cutler-Orosi Joint Unified School District are confidential as provided for by the California Education.

9. Code and the Federal Educational Rights and Privacy Act. BBBSCC agrees to have all of its employees abide by these confidentiality laws regarding student records.

10. Third Party Rights. Nothing in this MOU shall be construed to give any rights or benefits to anyone other than BBBSCC and Cutler-Orosi Joint Unified School District.

11. Integration. This MOU represents the entire understanding of BBBSCC and Cutler-Orosi Joint Unified School District as to those matters contained herein and supersedes and cancels any prior oral or written understanding, promises, representations, or agreement(s) with respect to those matters covered hereunder. This MOU may not be modified or altered except in writing and signed by all the parties hereto.

12. Legal Compliance. Each party shall comply with all laws as may be applicable for the provision of services within the scope of this MOU and within the State and Federal audit compliance requirements as set forth by the State Department of Mental Health and Federal regulations.

13. Attorney Fees. If the parties become involved in arbitration or litigation concerning this contract or the performance of this contract, the prevailing party shall be entitled to an award of reasonable costs and expenses of arbitration or litigation, including expert witness fees and attorney fees.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**RATIFY MEMORANDUM OF UNDERSTANDING FOR 6CRICKETS**
ATTACHMENTS:	**6CRICKETS BASIC TOOL SERVICE AGREEMENT (ONE SEASON)**
FUNDING SOURCE:	**EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP)**

DISCUSSION: Attached for Board ratification is a partnership with 6crickets Inc. to provide the 6crickets Expanded Learning Management Basic Tool Service. This collaboration aims to enhance the District's Afterschool and Expanded Learning programs. The primary objectives of this partnership are to improve the quality of programs, ensure student safety, promote equitable access to opportunities, and streamline operations for efficiency and accountability. This agreement is effective from October 1, 2025, through December 31, 2025. The total cost is $6,525.

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:

- [X] **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board ratify the MOU for 6Crickets Inc.**

PROPOSED ACTION: **RATIFY**

Item #: 9

6crickets Inc.
Bellevue, WA 98005
support@6crickets.com

6crickets and Cutler-Orosi Joint Unified School District
Expanded Learning Management
Basic Tool Service Agreement (one season)

September 18, 2025

6crickets has a singular mission, which is to bring the best expanded learning to every student through the best technologies for districts, schools, providers, instructors, and families.

Cutler-Orosi Joint Unified School District ("**Client**") partners with **6crickets Inc.** ("**6crickets**") in offering the 6crickets Expanded Learning Management Basic Tool Service to support expanded learning program operations at Client, with the goals of quality programs, student safety, equitable access, and efficient and accountable operations.

What 6crickets shall provide

1. Modern, user-friendly one-stop registration portals for families:
    a. A district program portal allows a family user to select a school and navigate to their students' school portal. For intersessional breaks, "See all programs" can be turned on to allow families to see all programs across all sites.
    b. A school program portal for each of your schools allows their families together with their students to browse programs (including enrichment programs, extended care, field trips, etc.), read reviews, register for the programs that interest their students, and achieve choice-driven learning. After the registration, instructors, providers, schools and the district central office receive real-time roster information about the students automatically on their respective dashboard.
    c. Families only need to fill out a single registration form with common questions for families across all program offerings and for all their children once for all.
    d. Customizable registration forms let you ask additional questions for families during registration.
    e. All emergency and pick-up contacts are tracked in the registration form.
    f. Support wait-lists and invite wait-listed students to register.
    g. Include waivers and cancellation policies for your programs.
    h. Support priority registration.
    i. Register link or button for your district or school website.
    j. Specific registration links for each individual session and/or program.

2. An online dashboard for each education partner:
    a. District Dashboard for the district central office to manage schools, providers, and rosters across school campuses

   b. School Dashboard for each school's principals, site coordinators, and front office personnel to manage providers at the school and access real-time rosters and attendance data across all activities at the school.
   c. Provider Dashboard for each activity provider to list programs along with images and videos, manage seasons, assign sessions to different campuses, manage instructors, access real-time rosters and attendance across campuses, and generate custom rosters.
   d. Instructor Dashboard for each instructor to access the real-time roster, take attendance, and sign out students digitally.

3. Access control:
   a. Each dashboard allows multiple authorized users for management.
   b. Each dashboard allows read-only access to rosters to certain users.

4. Comprehensive roster support at all dashboards:
   a. Authorized users can add bulk or individual students as needed on behalf of the parents.
   b. Printable rosters in various formats.
   c. Can email PDF rosters.
   d. All rosters can be downloaded as a CSV file a spreadsheets.
   e. Digital attendance and printable attendance.
   f. From-to-rosters to show which students are going from which home classroom to which after-school classroom.
   g. Easy session registration link sharing with families or partners.
   h. Ask guardians to provide reviews for the registered sessions to organically maintain program quality.
   i. Student or guardian browsing: you can search for a student and the sessions for which they are registered.

5. Communications:
   a. Instant registration confirmation email once families have completed registrations.
   b. Reminder emails for both providers, instructors, and families for upcoming classes.
   c. Email templates for quick communication with families.
   d. Unlimited text messaging for emergencies.
   e. Printable flyers of course offerings.

6. Reporting:
   a. Enrollment reports at a glance on the number of registrations for a date range, since yesterday, compared with last year.
   b. Custom rosters: You can produce custom reports of any format (a subset of fields) for any sessions.
   c. Revenue report: We provide a high fidelity cash flow report for all your payment transactions for both payments and refunds.
   d. Attendance report at each session.
   e. Additional reports needed can be provided upon request.

7. Payments if applicable:

a. A single payment process: 6crickets will automatically pay your providers, your school or district if you charge a fee to receive revenue, and collect a 6crickets' convenience fee on top of the provider price.
b. Fundraising opportunities for your school: through an optional school fee and/or requests for donations (as determined by you).
c. Delay payments as needed to minimize credit card fees in case of cancellations due to low enrollment.
d. Streamlined scholarship support: guardians enter student ID and then fees are automatically waived or reduced based on your configuration.

8. Family reviews are automatically collected as organic data to evaluate program qualities.

9. We support an optional Restricted District or School Portal feature:
    a. This feature allows families to register without an email address, but with only their mobile phone number. This way, we will eliminate the need for district staff to register for many families without email addresses.

        i. Families will register for their students using either an email address or a mobile phone number. An authentication code will be sent to either the email or the phone number, depending on their choice. They can only log in to their account when they enter the correct authentication code. Once they log in, they can register programs for all their students under the same email or phone number.

    b. This feature will pre-populate families' parent and student information in 6crickets with student data exported from District's Student Information System (SIS).

        i. After the initial upload, new students and updated student information from SIS will be given to 6crickets to update the data on the 6crickets' side one week before each registration period.

    c. Families cannot update the student information in 6crickets. Instead, they can only update their information in the District SIS.

    d. District can configure at 6crickets to allow only students in a school to register for the programs taking place at the school. For inter-session (e.g., summer) programs, District can also configure in 6crickets to allow any district student to register for programs at any site.

10. Initial onboarding training: We provide a hands-on training webinar for district and school site staff. We also provide a hands-on training webinar for third-party providers who use 6crickets Provider Dashboards. Additional webinars or one-on-one video calls or phone calls can be scheduled on-demand. In addition, we provide you an on-demand online course with bite-sized, step-by-step video tutorials.

11. Tech support: 6crickets Support Team provides prompt support and troubleshooting to every 6crickets user including the district or school staff, providers, instructors, and families through live online chat, email, or on-demand video calls or phone calls.

12. Provide privacy protection for district, school, student and provider data entered into the 6crickets portal and abide by California Student Data Privacy Law.

What Client shall provide

1. Identify a primary contact for the entire management process and set up the school or district portal.
2. Identify, evaluate, and vet a set of well-qualified vendors.
3. Communicate with your school to help ensure vendor programs are appropriately scheduled throughout the week and avoid double-booking rooms or overlapping with school class schedules.
4. Communicate with your vendors on class schedules, listing process, and listing correctness and quality.
5. Train providers, their instructors, and parent volunteers (if relevant) on safety procedures and quality expectations.
6. Day-to-day monitoring and emergency handling (such as instructor no-shows, missing students, late instructors, late parents, etc.)

Pricing (per season–4 seasons per year)

License fee per school dashboard/portal (including the district dashboard): $912.50

License fee for Restricted District or School Portal feature per school (optional): $250

License fee per provider dashboard (including unlimited number of instructor dashboards for the provider): $625

Onboarding and training: $1,250

Total Pilot License Fee for Client :

($912.50 per School Dashboard + $250 per Restricted School Portal [SIS sync])

x 4 schools +

$625 per Provider Dashboard x 1 provider +

$1,250 training =

$6,525

Contract period:
<October 1, 2025> to <December 31, 2025>

Credit card payment processing through Stripe

Should you have the need of charging families, 6crickets supports payments as part of the registration process. The district can also generate revenue in the process to cover costs and

raise scholarships.

6crickets utilizes Stripe for credit card payment processing. Stripe is certified as a PCI Level 1 provider, the most stringent level of certification available in the payments industry. Stripe serves millions of businesses including Amazon, Google, Microsoft, Salesforce, Uber, Lyft, Spotify, 6crickets.

Stripe enables automatic payments to multiple parties involved in a single transaction. So, in the 6crickets class registration process, when families pay by credit cards, the payment is automatically split among enrichment providers, the district, and 6crickets based on the fee percentages above.

Providers (and the district if Client wants to charge fees) are expected to have a Stripe account that is connected with each of their banks. 6crickets payments are automatically distributed to these Stripe accounts accordingly. The bank payout schedule from a Stripe account can be configured at Stripe.

All parties pay for credit card payment processing fees of 2.9% + 30 cents per transaction based on Stripe pricing.

Termination

Either Client or 6crickets can terminate this contract for the next school year with a written notice at least *three* months before the next school year starts. Both parties are required to complete the service for the students at Client with the highest quality in the current school year under the contract.

Thank you for choosing 6crickets!

(Signature sheet on the next page)

_____ _____September 18, 2025_____

Shauna Hultgrien (Signature) Date
Business Development Manager
6crickets Inc
Bellevue, WA

_____ _____

Acknowledged by (Signature) Date
<Name, Title>
<District/School>
<Address>

About 6crickets:
6crickets, the nation's leading expanded learning management platform, empowers schools, districts, and organizations with the tools and turn-key solutions to bring the best enrichment to every student in every school. 6crickets is awarded by the National Science Foundation to develop modern technologies for out-of-school time. For more information, please visit https://www.6crickets.com.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**APPROVAL OF CURRICULUM ASSOCIATES ELLEVATION QUOTE FOR 2025-2026**
ATTACHMENTS:	**CURRICULUM ASSOCIATES – ELLEVATION QUOTE 2025-2026**
FUNDING SOURCE:	**LEARNING RECOVERY BLOCK GRANT**

DISCUSSION: Attached for Board approval is a quote for ELLevation. This platform is designed to support English Learners maintain high-quality English Language Development (ELD) programs. ELLevation provides tools to supply English Language Proficiency Assessments for California (ELPAC) / English Language Progress Indicator (ELPI) score analysis, English Learner (EL) /Reclassified Fluent English Proficient (RFEP) progress monitoring, reclassification workflows, translated parent letters, Federal Program Monitoring (FPM) support, and other instructional planning initiatives. The total cost of this platform is $19,062.50.

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:	[X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.** [X] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.** [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**
RECOMMENDATION:	**The Superintendent recommends the Board approve the ELLevation quote 2025-2026.**
PROPOSED ACTION:	**APPROVE**

Curriculum Associates, LLC Price Quote - Q-52119

Version: 1
Quote Date: 7/25/2025
Quote Expiration Date: 10/31/2025

This price quote from Curriculum Associates, LLC having an address at 153 Rangeway Road, North Billerica, MA 01862 ("Company") has been prepared for the Customer Name identified as "Customer" below. Customer's use of Ellevation subscriptions shall be subject to the Ellevation Terms and Conditions of Use, which can be found at https://ellevationeducation.com/platform-legal-notices.

Company:	Curriculum Associates, LLC	Customer:	Cutler-Orosi Joint Unified School District, CA
Representative:	Aurora Cabrera	Contact Name:	Veronica Raigoza
Email:	aurora.cabrera@ellevationeducation.com	Email:	veraigoza@cojusd.org
Phone:	617-307-5755	Phone:	(559) 528-4763
Address:	153 Rangeway Road, North Billerica, MA 01862	Address:	12623 Avenue 416, Orosi,CA 93647
Start Date:	11/1/2025	End Date:	10/31/2026

Subscription Fees

Product	Quantity	Unit Price	Total Fees
Ellevation CA	1,250	$15.25	$19,062.50
		Subscription Total:	$19,062.50

Services Fees

Services Total:	$0.00

Total Investment - Q-52119

Grand Total:	$19,062.50

Invoicing Schedule: Up Front, In Full Payment Term: Net 30 Contract Term: 12

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank - San Francisco, CA
- ABA Routing: 121000248
- Tax ID: 26-3954988

To the extent your purchase is subject to sales tax, tax will be applied at final invoicing. If tax exempt, please submit valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

To place an order - Please submit this quote with your purchase order to your Ellevation Sales Rep at: aurora.cabrera@ellevationeducation.com.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE GROWTHPOINT TECHNOLOGIES SERVICE AGREEMENT FOR CUTLER ELEMENTARY SCHOOL**

ATTACHMENTS: **GROWTHPOINT TECHNOLOGIES SERVICE AGREEMENT: CUTLER ELEMENTARY**

FUNDING SOURCE: **EXPANDED LEARNING OPPORTUNITIES PROGRAM**

DISCUSSION: Attached for Board approval is a service agreement with GrowthPoint Technologies (GPT) to provide enrichment services for Cutler Elementary School. Enrichment services will take place during expanded learning program hours, every Wednesday and Friday from March 4, 2026 through April 17, 2026. GPT will provide one instructor each day of service and all the materials/equipment required for all participating students. At the site's request, GPT may also use available existing equipment. Each service day, GPT will serve one rotation/group of students with a maximum of 20 students per rotation. The total cost of this agreement is $8,500.

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:

- [X] **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the GrowthPoint Technologies Service Agreement for Cutler Elementary School.**

PROPOSED ACTION: **APPROVE**

Item #: 10

GrowthPoint Technologies, Inc
PO Box 27486
Fresno, CA 93729
www.gptech.us

Proposed Services for Cutler Elementary School

September 22nd, 2025

OVERVIEW

GrowthPoint Technologies (GPT) will provide enrichment services for Cutler-Orosi Joint Unified School District at Cutler Elementary School. Enrichment services shall take place during expanded learning program hours, every Wednesdays and Fridays from 03/04/2026 thru 4/17/2026. GPT will provide one instructor each day of service and all of the materials/equipment required for all participating students. At the site's request, GPT may also use available existing equipment. Each service day GPT will serve 1 rotation/group of students with a maximum of 20 students per rotation. Description and names of each enrichment class are listed in the "Enrichment Class Details" section of this document.

- **Service Dates**: 03/04/2026 - 04/17/2026
- **Service Time**: Expanded Learning Hours (specific timeframe will be determined by site)
- **Frequency:** Every Wednesdays and Fridays

Enrichment Class Details

Grade	Enrichment Name and Description	Notes
Grade Level: 2nd - 6th	**Name** Aero-Nauts Drones + Flight Simulator **Description** Join the Aeronauts and launch into a world where the sky is your playground! In this high-flying class, you'll build 5 different types of drone, master the art of drone piloting, performing daring aerial maneuvers, and capturing stunning bird's-eye views. From navigating obstacle courses to sending your drone on epic missions, you'll become a top-notch Aeronaut in no time. Ready to lift off? Let's take this adventure to new heights—because when you're an Aeronaut, the only way is up!	**Class Size**: Max 20/rotation All materials provided for students **Dates of Service:** 03/04/2026 - 4/17/2026 Every Wednesdays and Fridays

Program Cost

Cost Description	Dollar Amount	
Cost to Provide Enrichment Services at Cutler Elementary	Aero-Nauts Drones + **Flight** Simulator from 03/04/2026 - 4/17/2026 1 Rotation x $8,500.00 = **$8,500.00**	$8,500.00
	Total Cost	**$8,500.00**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE GROWTHPOINT TECHNOLOGIES SERVICE AGREEMENT FOR GOLDEN VALLEY ELEMENTARY SCHOOL**

ATTACHMENTS: **GROWTHPOINT TECHNOLOGIES SERVICE AGREEMENT: GOLDEN VALLEY ELEMENTARY**

FUNDING SOURCE: **EXPANDED LEARNING OPPORTUNITIES PROGRAM**

DISCUSSION: Attached for Board approval is a service agreement with GrowthPoint Technologies (GPT) to provide enrichment services for Golden Valley Elementary School. Enrichment services will take place during expanded learning program hours, every Monday and Wednesday from January 21, 2026 through February 27, 2026. GPT will provide one instructor each day of service and all the materials/equipment required for all participating students. At the site's request, GPT may also use available existing equipment. Each service day, GPT will serve one rotation/group of students with a maximum of 20 students per rotation. The total cost of this agreement is $8,500.

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:

- [X] **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the GrowthPoint Technologies Service Agreement for Golden Valley Elementary School.**

PROPOSED ACTION: **APPROVE**

Item #:11

GrowthPoint Technologies, Inc
PO Box 27486
Fresno, CA 93729
www.gptech.us

Proposed Services for Golden Valley Elementary School

September 22nd, 2025

OVERVIEW

GrowthPoint Technologies (GPT) will provide enrichment services for Cutler-Orosi Joint Unified School District at Golden Valley Elementary School. Enrichment services shall take place during expanded learning program hours, every Wednesdays and Fridays from 01/21/2026 thru 2/27/2026. GPT will provide one instructor each day of service and all of the materials/equipment required for all participating students. At the site's request, GPT may also use available existing equipment. Each service day GPT will serve 1 rotation/group of students with a maximum of 20 students per rotation. Description and names of each enrichment class are listed in the "Enrichment Class Details" section of this document.

- **Service Dates**: 01/21/2026 - 2/27/2026
- **Service Time**: Expanded Learning Hours (specific timeframe will be determined by site)
- **Frequency:** Every Wednesdays and Fridays

Enrichment Class Details

Grade	Enrichment Name and Description	Notes
Grade Level: 2nd - 6th	**Name** Aero-Nauts Drones + Flight Simulator **Description** Join the Aeronauts and launch into a world where the sky is your playground! In this high-flying class, you'll build 5 different types of drone, master the art of drone piloting, performing daring aerial maneuvers, and capturing stunning bird's-eye views. From navigating obstacle courses to sending your drone on epic missions, you'll become a top-notch Aeronaut in no time. Ready to lift off? Let's take this adventure to new heights—because when you're an Aeronaut, the only way is up!	**Class Size**: Max 20/rotation All materials provided for students **Dates of Service:** 01/21/2026 - 2/27/2026 Every Wednesdays and Fridays

Program Cost

Cost Description	Dollar Amount	
Cost to Provide Enrichment Services at Golden Valley Elementary	Aero-Nauts Drones + Flight Simulator from 01/21/2026 - 2/27/2026 1 Rotation x $8,500.00 = **$8,500.00**	$8,500.00
	Total Cost	**$8,500.00**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE GROWTHPOINT TECHNOLOGIES SERVICE AGREEMENT FOR PALM ELEMENTARY SCHOOL**

ATTACHMENTS: **GROWTHPOINT TECHNOLOGIES SERVICE AGREEMENT: PALM ELEMENTARY**

FUNDING SOURCE: **EXPANDED LEARNING OPPORTUNITIES PROGRAM**

DISCUSSION: Attached for Board approval is a service agreement with GrowthPoint Technologies (GPT) to provide enrichment services for Palm Elementary School. Enrichment services will take place during expanded learning program hours, every Monday and Wednesday from November 3, 2025 through December 17, 2025. GPT will provide one instructor each day of service and all the materials/equipment required for all participating students. At the site's request, GPT may also use available existing equipment. Each service day, GPT will serve one rotation/group of students with a maximum of 20 students per rotation. The total cost of this agreement is $8,500.

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:

- [X] **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the GrowthPoint Technologies Service Agreement for Palm Elementary School.**

PROPOSED ACTION: **APPROVE**

Item #: 12

GrowthPoint Technologies, Inc
PO Box 27486
Fresno, CA 93729
www.gptech.us

Proposed Services for Palm Elementary School

September 22nd, 2025

OVERVIEW

GrowthPoint Technologies (GPT) will provide enrichment services for Cutler-Orosi Joint Unified School District at Palm Elementary School. Enrichment services shall take place during expanded learning program hours, every Mondays and Wednesdays from 11/03/2025 thru 12/17/2025. GPT will provide one instructor each day of service and all of the materials/equipment required for all participating students. At the site's request, GPT may also use available existing equipment. Each service day GPT will serve 1 rotation/group of students with a maximum of 20 students per rotation. Description and names of each enrichment class are listed in the "Enrichment Class Details" section of this document.

- **Service Dates**: 11/03/2025 - 12/17/2025
- **Service Time**: Expanded Learning Hours (specific timeframe will be determined by site)
- **Frequency:** Every Monday and Wednesday

Enrichment Class Details

Grade	Enrichment Name and Description	Notes
Grade Level: 2nd - 6th	**Name** Aero-Nauts Drones + Flight Simulator **Description** Join the Aeronauts and launch into a world where the sky is your playground! In this high-flying class, you'll build 5 different types of drone, master the art of drone piloting, performing daring aerial maneuvers, and capturing stunning bird's-eye views. From navigating obstacle courses to sending your drone on epic missions, you'll become a top-notch Aeronaut in no time. Ready to lift off? Let's take this adventure to new heights—because when you're an Aeronaut, the only way is up!	**Class Size**: Max 20/rotation All materials provided for students **Dates of Service:** 11/03/2025 - 12/17/2025 Every Mondays and Wednesdays

Program Cost

Cost Description	Dollar Amount	
Cost to Provide Enrichment Services at Palm Elementary	Aero-Nauts Drones + Flight Simulator from 11/03/2025 - 12/17/2025 1 Rotation x $8,500.00 = **$8,500.00**	$8,500.00
	Total Cost	**$8,500.00**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**OROSI HIGH SCHOOL STUDENT OVERNIGHT FIELD TRIP TO UNIVERSITY OF PACIFIC IN STOCKTON, CA FOR SPEECH AND DEBATE INVITATIONAL EVENT**
ATTACHMENTS:	**ACTIVITY REQUEST FORM, JOHN LEWIS INVITATION, AND ADDITIONAL INFORMATION**
FUNDING SOURCE:	**LCAP AND ASB**

DISCUSSION: Orosi High School Speech and Debate team is seeking approval to attend an overnight field trip the weekend of October 24th - 26th, 2025 to University of the Pacific in Stockton to attend a Speech and Debate Invitational under the supervision of coaches Karson Kalashian, Jacob Sandoval, and chaperone Elizabeth Rivera. Event details have been attached for Board review. The approximate total cost is $3,700.

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:

- [X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [ ] **2. Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve Orosi High School's Speech and Debate overnight trip.**

PROPOSED ACTION: **APPROVE**

Item #: 13

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher/Coach Mr. Kalashian / Mr. Sandoval Date Submitted 9 / 24 / 2025

Type of Activity: Fundraiser [ ] Field Trip [X] Assembly/Parent Program [ ]
Other [X] Speech and Debate Competition

Please list approved fundraiser: N/A
Does this activity require an overnight stay? YES [X] NO [ ]
Please note that any activity requiring an overnight stay MUST be Board approved one month in advance! Please submit this paperwork at least 6 weeks before the overnight trip. For all other activities, please submit paperwork at least 4 weeks prior to activity.
Grades/Departments/Club/Team Involved: 9-12, Speech and Debate

Activity Date 10/24 - 26/ 2025 **Activity Time** 4:30 P.M. 10/24 **to** Approx. 11:30 P.M. 10/26 **Location** University of Pacific

Activity Purpose To compete in speech and debate tournament

Transportation Needed? YES [X] **NO** [ ]
If "YES" please complete and attach the Transportation Request Form to this Activity Request form.
If transportation is provided by a private vehicle the driver must be registered with the District and meet all requirements of fingerprinting and AB1025.

Name(s) of person(s) driving Mr. Kalashian / Miss Rivera

What is the impact of this activity/trip on instructional time?
N/A

How is this activity correlated to the standards or to topics currently under study?
Students will compete in speech and debate events that relate directly to units of study from their courses at OHS

If this is a fundraising activity, explain how and when money will be collected.
N/A

Who is responsible for collecting money from fundraisers or for field trip? N/A
Remember any field trip must have enough money collected to ensure that all children in the group/club/class can participate whether or not they choose to participate.

Prior to approval of this activity, the Administrator may require input from other staff members to ensure a balance between academic focus and maximization of instructional time. If the request is not approved, the staff should work cooperatively with the Principal to see possible compromises and/or solutions.

Kalashian Signature of Teacher/Coach	9/24/2025 Date	559-284-1790 Cell # - for field trips only
Signature of Department Chair/Grade Level Lead or Activity Director/Athletic Director	Date	
Signature of Administrator	Date	Approved ___ Rejected___

Reason for Rejection: _____

Jon Schamber High School Invitational 2025

The University of the Pacific Speech and Debate team cordially invites your team to attend the 44th annual Jon Schamber High School Forensics Tournament on Friday, October 24 through Sunday, October 26, 2025. The tournament will feature the following events:

Debate

- Congress Debate
- CX Debate
- Lincoln Douglas Debate
- **Public Forum debate (TOC QUALIFIER FOR *SEMI-FINAL* & *FINAL* ROUND PARTICIPANTS!)**
- **Parliamentary Debate**

***Individual Events* (TOC & NIET TOC QUALIFIERS)**

- Declamation (formerly Oratorical Interpretation)
- Dramatic Interpretation
- Duo Interpretation
- Extemporaneous Speaking (Combined National & International Topics)
- Humorous Interp
- Impromptu
- Informative Speaking
- Original Oratory
- Original Prose Poetry
- Programmed Oral Interpretation
- Podcasting

We also offer Triathlon, which allows schools to triple enter up to six students in Individual Events.

Awards: Awards will be presented to all elimination round competitors. Speaker awards will be presented to the top three debaters in all divisions as well as the top three speakers in both divisions of Triathlon. The top two high schools with eleven or more contestants entered and the top two high schools with ten or fewer contestants entered will be honored with sweepstakes awards. In addition, the traveling sweepstakes trophy will be presented to the school that has accumulated the highest number of sweepstakes points over the years that the tournament has been offered on our campus. The members of Pacific Speech and Debate are looking forward to seeing your squad in October. We hope to see you here!

Prof. Steven Kalani Farias
Director of Forensics
University of the Pacific
sfarias@pacific.edu
(209) 946-3050 // (209) 471-6470

Jon Schamber High School Invitational 2025 Schedule (times subject to change)

GLOBAL SCHEDULE

FRIDAY, OCT. 24
11:30-12:45 PM: Registration and Lunch for competitors
1:00-1:30 PM: Welcome Ceremony
1:45 PM LD ROUND 1
1:45 PM Congress Round 1
3:00 PM LD ROUND 2
3:30 PM Congress Round 2
4:15 PM LD ROUND 3
5:15 PM LD ROUND 4
5:15 PM Congress Round 3
6:15 PM LD ROUND 5

SATURDAY, OCT. 25
6:45-7:30 AM REGISTRATION
7:40-8:00 AM: Welcome Ceremony (All Must Attend)
8:05-9:30 TEAM DEBATE RD 1
9:30-10:45 AM SPEECH ROUND 1
10:45-12:10 PM TEAM DEBATE RD 2
12:00-1:10 PM LUNCH BREAK
1:15-2:30 PM SPEECH ROUND 2
2:30-3:55 PM TEAM DEBATE RD 3
4:00-5:15 PM SPEECH ROUND 3
5:15-6:40 PM TEAM DEBATE RD 4
6:40-8:05 PM TEAM DEBATE RD 5

SUNDAY, OCT. 26
8:30-10:00 AM OCTOS ALL DEBATE (AS NECESSARY, PIGGYBACK JUDGE DEPENDENT)/SEMI-FINALS CONGRESS
10:00-11:30 AM QUARTERS ALL DEBATE (PIGGYBACK JUDGE DEPENDENT)
11:30-1:15 PM ALL SPEECH FINALS & SEMI-FINALS (AS NECESSARY)
1:15-3:00 PM SEMIFINALS ALL DEBATE & ALL REMAINING IE FINALS/CONGRESS FINALS
3:15-5:00 FINALS ALL DEBATE
AWARDS ASAP

SPEECH SPECIFIC SCHEDULE

SATURDAY, OCT. 25
9:45-11:00 AM R1: ALL SPEECH EVENTS
1:30-2:45 PM R2: ALL SPEECH EVENTS
4:15-5:30 PM R3: ALL SPEECH EVENTS

SUNDAY, OCT. 26
10:00-11:30 AM FINALS & SEMI-FINALS ALL SPEECH EVENTS
1:15-3:00 PM REMAINING FINALS

CONGRESS SPECIFIC SCHEDULE

FRIDAY, OCT 24
1:45 PM Congress Round 1
3:30 PM Congress Round 2
5:15 PM Congress Round 3

SUNDAY, OCT 26
8:30 AM SEMI-FINALS CONGRESS
1:15 PM FINALS CONGRESS

LD SPECIFIC SCHEDULE

FRIDAY, OCT 24
1:45 PM LD ROUND 1
3:00 PM LD ROUND 2
4:15 PM LD ROUND 3
5:15 PM LD ROUND 4
6:15 PM LD ROUND 5

SUNDAY, OCT 26
8:30 LD OCTOFINALS
11:30 LD QUARTERFINALS
1:15 LD SEMIFINALS
3:15 LD FINALS

PARLI SPECIFIC SCHEDULE

SATURDAY, OCT. 25

R1 Topic Announce @ 8:20 AM, Debate starts no later than 8:50 AM
R2 Topic Announce @ 11:10 AM, Debate starts no later than 11:40 AM

12:30-1:30 PM LUNCH BREAK (Students at DUC)

R3 Topic Announce @ 2:55 PM, Debate starts no later than 3:25 PM
R4 Topic Announce @ 5:40 PM, Debate starts no later than 6:10 PM
R5 Topic Announce @ 7:10 PM, Debate starts no later than 7:40 PM

SUNDAY, OCT. 26

Octo-finals Topic Announce @ 8:30 AM, Debate starts no later than 9:00 AM
Quarters Topic Announce @ 11:30 AM, Debate starts no later than 12:00 PM
Semis Topic Announce @ 1:15 PM, Debate starts no later than 1:45 PM
Finals Topic Announce @ 3:15 PM, Debate starts no later than 3:45 PM

PF SPECIFIC SCHEDULE

SATURDAY, OCT. 25

8:15-9:45 TEAM DEBATE RD 1
11:00-12:30 PM TEAM DEBATE RD 2
12:30-1:30 PM LUNCH BREAK (Students provided lunch at DUC)
2:45-4:15 PM TEAM DEBATE RD 3
5:30-7:00 PM TEAM DEBATE RD 4
7:00-8:40 PM TEAM DEBATE RD 5

SUNDAY, OCT. 26

8:30 AM PUBLIC FORUM OCTOS
11:30 AM PUBLIC FORUM QUART.
1:15 PM PUBLIC FORUM SEMIS
3:15 PM PUBLIC FORUM FINALS

TIMES FOR ELIMINATION ROUNDS ARE SUBJECT TO CHANGE DEPENDENT ON ENTRY SIZE IN THE EVENT.

HARASSMENT AND DISCRIMINATION POLICY (CHSSA)

As a tournament, we will follow the harassment policy stated below ON TOP OF our own institutions harassment policy:

The California High School Speech Association is committed to providing its participants, judges, coaches, and members the opportunity to pursue excellence in their endeavors. This opportunity can exist only when each member of our community is assured an atmosphere of mutual respect. CHSSA is committed to maintaining an environment that is free from all forms of harassment and discrimination. Accordingly, all forms of harassment and discrimination are prohibited, whether committed by participants, judges, coaches, or observers. CHSSA is committed to the enforcement of this policy. Individuals who are found to have violated this policy will be subject to the full range of sanctions, up to and including removal from the tournament premises and prosecution by authorities. Any individual or group of individuals who believes they have been a victim of harassment and/or discrimination should report it to the Help Desk or appropriate authority immediately.

PARTICIPANT BEHAVIOR:

A waiver and guidelines form will be circulated for competitors, judges, and all other participants. We would ask that everyone you enter in our tournament read and agree to follow these procedures. We encourage your participants to respect these policies and we ask you to engage with respect, empathy, and fairness. Participants who do not respect this or refuse to agree will be disqualified from participation.

SAFETY GUIDELINES:

Two-party consent is required for the recording of a live debate round. Students and Judges are allowed to clarify at any point in the round that the recording/live streaming should stop. Any violation of this rule could result in disqualification.
Recording of IE rounds being judged is prohibited.

TOURNAMENT CONTACT:

Write this number down and put it in your wallet: 209-471-6470 (Dr. Farias' cell). We would appreciate it if you called this number as soon as you find out about emergency last minute drops, especially if you have LD/Congress entries or you are an IE-only school. You should also call if an issue arises during the tournament. Before the tournament, you can feel free to reach out as well, however I may take a few days to respond. We look forward to hosting this event, seeing all of you IN PERSON, and we hope you like the new schedule.

ENTRY FEES AND GUIDELINES

ENTRY FEES

School Fee $75.00
Per Student Fee- $15.00
Congress- $30 per students
CX/Parli/Public Forum Teams $90.00
Lincoln-Douglas $60.00
Individual Events Slots $15.00 each.
Triathlon $15.00 (on top of entry fee)
Uncovered teams $225.00 each team (on top of entry fee)
Uncovered IEs $45.00 each slot (on top of entry fee)
Uncovered L/D $150.00 each entry (on top of entry fee)

Fee waivers are available on a case-by-case basis. We understand each team's finances are different and hope each team understands our fees are an attempt to offer the best experience possible for students, parents/judges, and coaches.

FEE ASSESSMENT

For transparency, some changes to add hospitality and care for students, judges, and coaches meant that our fees increased. Those hospitality include a lounge with coffee and snacks in the morning, lunch for students on Friday & Saturday, hired judges to provide relief from over-assignment, and hopefully another catered lunch for parents and coaches on Saturday. We understand that sometimes fees can be cumbersome but we hope your students and parents appreciate the hospitality adds. If the fees are too cumbersome, please contact us and we can discuss how to make the tournament accessible for you and your team.

Although we do not charge for drops after the entry deadline, fees will be assessed as of Wednesday, October 22nd at Noon and any adds after that date will be based on current tournament structure. This means that we will take drops and adds, but as of Wednesday at Noon, drops will not decrease your fees in order to best prepare for hiring judges. Adds will increase your fees. This is done so that we can properly hire and allocate judging for the weekend.

Drops for illness (i.e. COVID) and requisite fees will be handled on a case-by-case basis.

ELIGIBILITY & DIVISIONS

As a high school invitational, student-competitors of high school programs shall be allowed to compete for their school/program with an appropriate chaperone. Students should compete for the school/program they attend. We will allow independent student entries as part of a school or program that is not already attending. However, independent student entries shall not be allowed if their school/program is already

attending.

A competitor in Novice division is a competitor in their first two years of competition combined at either the middle-school or high-school level. However, any student who reached elimination rounds at either the CHSSA middle-school or high-school tournaments must enter senior division. Any competitor may enter Open division. A competitor who is a Junior or Senior with competitive experience prior to the current academic year must enter Open division. A Novice division competitor competing with a Open division partner must be entered in Open division. A Parliamentary debater must enter in Open division if they would normally be required to enter the Open division of CX, Extemp, or Impromptu under these guidelines.

JUDGES

Each school must provide adequate judging for their entries or entries may be randomly dropped. One (1) judge shall cover the following number of entries:

- 5 Congress entries (If you have more than 5 entries, you must bring one qualified parliamentarian as part of your judge obligation).
- 2 CX entries
- 2 LD entries
- 2 Parli Debate entries
- 2 PuFo Debate entries
- 5 Speech entries

We will be relying on judges brought by the high schools during a majority of rounds and will do our best to use the judges you have sign-up. A debate judge may cover either LD or Congress AND Parli, Public Forum, or CX. A judge covering two debate teams should be available to judge at least four preliminary rounds of debate. A judge covering six IE entries should be available to judge at least two preliminary rounds of individual events. **Schools must provide judges for one full round beyond the elimination of their contestants from competitions—please remind the people you enter as judges.**

What does this mean to you? A judge covering two debate teams will be expected to be present for both days of team debate. A judge covering six individual events will be expected to be present for both Saturday and Sunday elimination rounds.

Thus, if your judges are there on Saturday, and your team does not advance, we will STILL expect them to be there on Sunday for the elimination rounds. Concomitantly, if your student does not advance to the semi-final or the final round in individual events, the judge is still committed for Sunday because that is one round past elimination. Should your judge not be available all three days, we will credit your commitment for what time they are there and charge you for the remainder of your commitment.

ENTRY PROCEDURE & GUIDELINES

The tournament will use Speechwire.com for all entries. Entries should be completed by 11:00 PM on Tuesday, October 21, 2025. Drops and name changes (but no adds) can be made until Thursday, October 23, 2025. **ALL FEES (judging and entry) will accrue as of Wednesday, October 22, 2025 at 12:00 PM NOON.** Competitors may enter in both Debate and Speech events but are responsible for arriving to their rounds on time. Failure to do so could result in forfeiting a round. **Competitors may only enter in a single debate event and may enter in NO MORE than three speech events. Competitors entered in Policy Debate may not enter in speech.**

JUDGES- ENTRY AND EXPECTATIONS

1) Put full name and indicate what you intend for them to cover.
2) Provide email and phone number for each judge
3) A judge can cover LD Debate and EITHER CX or Parli/PoFo.
4) One judge also can cover up to six individual event or Duo slots per conflict pattern.
5) Also, indicate the events and days they can judge, and be sure to note any conflicts of interest or preferred divisions.

Example judge entries:
1) J. Doe, jdoe@gmail.com, 209-867-5309, Covering Parli and IE's, Available Saturday and Sunday, Prefers Open.

NOTE- The tournament will return to hiring judges for the weekend and may use qualified college students to judge speaking and/or debate events (qualifications pending). However, we would prefer schools cover their judging to minimize the amount of hiring and to keep fees low. We have tried to lower fees to accommodate schools and difficult moments for budget; however, the amount of uncovered fees has been increased to accommodate hired judging.

NOTE- **We will be using digital ballots for ALL EVENTS so please make sure that your judges have a laptop, tablet, or cell phone they can use to access their ballot and record their results. We will have a few extra laptops for data entry but the tournament will move faster if we can quickly handle all judging responsibilities.**

TOURNAMENT GUIDELINES AND RULES

EVENT GUIDELINES (OVERVALL)

We encourage all participants to familiarize themselves with the updated rules of the California High School Speech Association and the National Speech and Debate Association. Concerns and, when necessary, protests must be brought to the attention of the Tournament Director as soon as possible after an alleged infraction of a rule has

taken place. As much as we can, we will follow CHSSA State Tournament event and tabbing rules for our tournament. However, the tournament invite will dictate the rules for the tournament. If it is NOT in the invite, the Tournament Director is the final arbiter for all alleged violations.

Computers & Internet
Debaters shall be allowed access to computers during preparation time and during the round after preparation time has ended. Debaters shall be allowed to use their computer to prepare arguments and ARE ENCOURAGED to only use materials prepared during prep time by either them or their partner. During preparation time, debaters may consult both physical and electronic copies of any written material, including both prepared notes and published sources. Debaters may use computers, as well as flash drives and external hard drives, to store and to retrieve written material. Debaters MAY use their phone and MAY ACCESS the internet during preparation time. All other guidelines as established by CHSSA should be reviewed by all coaches and students (The guidelines are uploaded in the documents folder on SpeechWire along with our tournament website).

Evidence
Evidence rules require that all students have evidence immediately ready to go when requested. If evidence is paraphrased, it is required that the competitor has the specific text from the original source which is being paraphrased clearly indicated and immediately available. If it takes teams more than one minute to find and send evidence that is requested, the team looking for the evidence must take preparation time to find it. Any reading of evidence produced at a team's request must be done within the requesting team's preparation time. These requirements are to ensure that we stick to the schedule and avoid keeping students and judges in competition longer than their commitment.

Debaters must send original sources via PDF or Word document; no links directly to online articles may be shared due to paywalls, subscription restrictions, and the inability to highlight the sections read or paraphrased. Evidence must be shared as a PDF or Word document through a link in the virtual room chat box, through an email chain, or through speechdrop.net. Students who plan to use the email option are recommended not to use their personal email address, and instead, to create a tournament-only account to use. The email chain must be created in the 30 minutes prior to the debate in order to be used. Judges should be added to the email chain if they so request.

Outside Assistance
Participants in the tournament will be reminded of their commitment to the state and national organization codes of honor. During the course of a round, receiving outside assistance from any non-participant in the round, including coaches, teammates, and

family members, is strictly prohibited. Any allegations of a rule violation should be submitted to the Tournament Director and will be handled through protest process. Students found to have violated tournament policy may face loss of round, disqualification from the tournament, and/or notification to school administration.

Forfeit Rule
While we will do our best to accommodate and troubleshoot problems with technology, we also need to do our best to keep the tournament running on time. Debaters will be forfeited if they fail to arrive at their competition room within 10 minutes after the round was scheduled to start (accept for Parliamentary debate where a 10 minute forfeit rule is in place). Round start times will be updated throughout the tournament if the tournament starts to run off schedule. Please explain to your students the importance of being on time, OR EVEN EARLY, to rounds. Students are responsible for reading postings correctly, getting to the contest room, asking the judge if their code and/or name appears correctly, and ensuring they are prepared. Debaters who forfeit a round will receive zero speaker points for the round; debaters who receive a forfeit win will have their speaker points averaged for the round.

If we receive multiple reports that judges are arriving to rounds late (after the 10-minute mark), the tournament will begin randomly selecting student teams from that school to forfeit. This means that judges will have not one BUT TWO opportunities to make sure they arrive in their round on time. If a judge from a school is having consistent problems, they should be contacting the tournament, or their coach should be contacting the tournament.

EVENT GUIDELINES

CONGRESSIONAL DOCKET
TOPIC: An entire docket with legislation shall be released Oct. 3 on Speechwire, three weeks before the start of the tournament.

LINCOLN-DOUGLAS DEBATE- We will use the Sept./Oct. topic for LD in ALL DIVISIONS. Resolved: In the United States criminal justice system, plea bargaining is just. **You may NOT double enter LD and any team debate event.** Lincoln Douglas Debate Time 6-3-7-3-4-6-3 with 5 minutes preparation time per debater.

POLICY DEBATE
TOPIC: Resolved: The United States federal government should significantly increase its exploration and/or development of the Arctic. **Students MAY NOT double enter ANY team debate event.** We will use the following time limits for Cross-Examination Debate: 8-3-8-3-8-3-8-3-5-5-5-5 with 8 minutes prep time per team.

PUBLIC FORUM DEBATE
Topic: Resolved: The United Kingdom should rejoin the European Union. **Students**

MAY NOT double enter ANY team debate event. Public Forum Debate Times 4-4-3-4-4-3-3-3-3-2-2 with 3 minutes of preparation time for each team during the debate to be used as a team sees fit. **The Pro will speak first in every debate.**

PARLIAMENTARY DEBATE

PARLIAMENTARY DEBATE TOPIC AREAS

Resolutions may be fact, value, or policy. NO METAPHOR RESOLUTIONS WILL BE USED. The topic areas for prelims are below. Keep in mind that a specific proposition will be announced for each round at the tournament.

Round 1: Resource extraction in the United States
Round 2: United States tariffs
Round 3: United States-European relations
Round 4: United States-South American relations
Round 5: United States college education reform

Parliamentary Debate topics will be announced centrally and the topic will be posted online in multiple areas along with the topic announce time and debate start time. Teams will have 20 minutes from topic announce for preparation and 10 minutes until forfeit. We understand that this means teams may use the time as extra preparation time but judges will be instructed to be firm about the 10 minute forfeit rule. It is incumbent upon students to be in the room debating BEFORE 30:01 and if they use 29 minutes of prep and are unable to arrive on time, then that is the problem of the team debating. Teams will be allowed to prep together or with their coaches but shall refrain with communicating with any person besides their partner DURING the round.
The times are 7-8-8-8-4-5. The speeches alternate between government (affirmative) and opposition (negative) on the motion.

Debate Advance Rules

Tie Breakers and Speaker Awards: In ALL debate, we will use the following procedures for tie-breaks: 1) Opponent Record, 2) Adjusted speaker points (dropped High-Low), 3) Total Points, 4) Judge Variance.

In team debate events, the top ten speakers in each division will receive speaker awards. Speaker awards will be determined by: 1. Adjusted speaker points (Drop High-Low), 2. total points; 3. Adjusted speaker points (Drop Low); 4. Adjusted speaker points (Drop High); 5. judge variance (Z-score).

Number of Entries: The entry cap per division will be raised to 65 teams per event. Entries that exceed the cap will be placed on a waiting list and we will begin admitting entries passed the cap up until the Wednesday before the tournament begins. Furthermore, schools should be entering judge coverage as entries are submitted. TBA judge slots will be deleted throughout the entry process and judges failing to show will

result in schools being assessed extra fees or dropped from competition.

Disclosure - Please help us keep **on schedule**. Following the return of the ballot, critics may disclose as much information as they see fit. Delays attributed to coach/judges may, at the tournament director's discretion, result in penalties to that school's teams including removal from the tournament.

Preliminary Rounds – Power-matching for all preliminary rounds will be high-low in win-loss brackets. The computer will randomly match Rounds 1 and 2. Rounds 1-2 will be pre-set on a geographic formula. Seven geographical areas will be used: Yosemite League, Kern League, Redwood League, Golden Gate League, Coast League, Capitol League, and all other areas. Every effort will be made not to match teams or debaters against schools from their own geographic area during Rounds 1-2. Byes will be drawn on a random basis. Rounds 3 through 5 will be power-matched (high-low within win-loss brackets) based upon the results of all previous rounds.

Elimination Rounds - In elimination rounds, brackets WILL be broken (if possible). Partial elimination rounds will be held, as necessary. If there are enough entries to warrant it (33+), the top 16 debate teams and the top 16 Lincoln Douglas debaters will advance to Octofinals. Ties for the sixteenth team or LD debater will be broken using the formula above. In the case of unbreakable ties, a coin will be flipped. Debaters will flip for sides unless they have met in earlier rounds.

INDIVIDUAL EVENTS AND TRIATHLON RULES

DIVISION RULES

Eligibility Rules - Open Division is available to all eligible students, regardless of experience. Students are novices in individual events when they:

1. are in their first year (defined as two semesters) of high school individual event competition and
2. have not placed third or higher in the same or a *similar event* two or more times in any division.

Collapsing Divisions – Every effort will be made to protect novice competitors. However, if there are fewer than seven (7) entries in an event, it may be collapsed into the next highest division. If this occurs, top novices will be recognized at the Awards Ceremony.

ELIMINATION ROUNDS

Criteria for Elimination Round - Any event with less than 7 contestants will not have a final round. For events with 7 to 29 competitors competing in all preliminary rounds, a final round will be held. In events where more than 30 students compete in all preliminary rounds, semifinals will be offered.

Advancement to Elimination Rounds – No more than half of the field will be

advanced to finals. Students will be rank ordered first by lowest cumulative rankings, then by the highest reciprocal score (a.k.a. decimal conversion) and finally by the highest cumulative ratings.

Placement/Advancement in Elimination Rounds - Students will be rank ordered first by lowest cumulative rankings in the elimination round, then by judge's preference, followed by the highest reciprocal score (a.k.a. decimal conversion) and finally by the highest cumulative ratings.

Number of Entries

Individual Events:
Each school will be allowed a maximum of 60 initial individual event entries. In addition, each school may enter up to six teams in Duo Interpretation. Podcasting entries do not count toward the maximum number of entries. As judging and space provides, entries may be admitted.

Debate Events:
We can comfortably guarantee space for a total 80 debaters/teams across both divisions in all events. So, that means that once we hit a total, the rest will be placed on a wait list. Schools will be notified no later than Wednesday before the tournament.

Triathlon. Each school may enter five students in senior division Triathlon and five students in junior division Triathlon. Each student must enter at least three events. The top three students in each division of Triathlon will be honored. Awards are determined on the basis of elimination results only. Podcasting can count as one event.

Podcasting: Contestants should prepare a 5-8 minute podcast involving current events, domestic affairs, international affairs, business news, sports, or entertainment news. All or one of these areas may be included in the podcast. Contestants will be judged on content, creativity, delivery, and production quality. Production quality means that the broadcast should be free from distracting noises. All contestants will be entered in one division. The top three contestants will receive trophies. Schools may enter up to five contestants in this event. The recordings may be submitted as a video or digital recording and should submitted via link or usb to the Tournament Director upon registration. Links can be sent to sfarias@pacific.edu. If using Google, please send to fariasstevenk@gmail.com

Sweepstakes: Contestants not competing in an elimination round will not receive sweepstakes points. Triathlon results do not accrue sweepstakes points. Points will be awarded as follows:
Points for First; Points for Second; Points for Third/Semifinals of Debate; Finalist; Semi-Finalist; Quarter-Finals; Octo-Finals

CX PuFo Parli 20 15 10 -- -- 5 3
LD 15 10 7 -- -- 4 2
IEs/Duo/Pod 10 7 5 3 1 -- --
Congress 12 10 8 5

The Speech and Debate team will be traveling to University of Pacific in Stockton on October 24th at 4:30 P.M., and returning on October 26th at approx. 11:30 P.M. This will be a great opportunity for our students to compete against roughly 30 schools from around 3 states. They will also get to explore a college campus and bond further as a team.

This competition offers all speech and debate events, and has novice as well as varsity levels of competition. We plan to take approx. 17 students based on work/success/interest/etc. We plan to have assistant coach Jacob Sandoval with us, as well as female chaperone Elizabeth Rivera. We will take two school district vans, and the hotel is still TBD.

Thank you for the continued support of the program, especially as we continue to expose all freshman to the subject in hopes of making them more powerful communicators, helping them with their eventual senior exit interviews, and growing the core of the team for the future. Taking these steps back 'into the light' and out of distance learning will be critical for the students. Please approve our trip!

Respectfully,

Karson Kalashian

Head Speech and Debate Coach

Orosi High School, CA

Cell: (559) 284-1790

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**APPROVE 2025 SENIOR RETREAT OVERNIGHT TRIP FOR MIGRANT PROGRAM STUDENTS**
ATTACHMENTS:	**ACTIVITY REQUEST, PROGRAM OVERVIEW, AND ITINERARY**
FUNDING SOURCE:	**N/A**

DISCUSSION: Attached for Board approval is an overnight field trip request for 10 Orosi High School students to attend Tulare County Office of Education Migrant Program's Senior Retreat in Rancho El Chorro from October 10-12, 2025. The program allows students to explore different college options and exposes them to the tools and resources available to begin planning for their future. The cost of the program is covered by the Migrant Education Programs, Region V and VII. All supervision will be provided by TCOE staff.

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:

[X]	**1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
[X]	**2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the overnight field trip for Migrant Program students.**

PROPOSED ACTION: **APPROVE**

Item #: 18

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher/Coach/Staff: **Yaimar DeLeon** Date Submitted: **9/19/25**
Type of Activity: TCO Migrant Program **Field Trip**: Senior Retreat Rancho El Chorro
Please list the approved fundraiser:
Does this activity require an overnight stay? **YES** NO

Please note that any activity requiring an overnight stay MUST be board-approved one month in advance! Please submit this paperwork at least 6 weeks before the overnight trip. For all other activities, please submit paperwork at least 4 weeks before the activity.

Grades/Departments/Club/Team Involved: 12th Grade (Maximum 10 Students attending)
Activity Date: October 10-12, 2025
Activity Time: 1:30 P.M. on October 10, 2025 -1:00 P.M. on October 12, 2025
Location: Rancho El Chorro Outdoor School
2450 Pennington Creek Rd, San Luis Obispo, CA
Activity Purpose:The Youth 2 Leaders Education Foundation and the Migrant Education Programs, Region V and VIII are offering a 3-day Senior Retreat for High school students grade twelve (12) interested in pursuing their post-secondary education. Students have the opportunity to participate in this program, which will prepare them for college and beyond.
Transportation Needed? **YES** ***NO***
If "YES" please complete and attach the Transportation Request Form to this Activity Request form.

If transportation is provided by a private vehicle, the driver must be registered with the District and meet all requirements of fingerprinting and AB1025.

Name(s) of person(s) driving :
What is the impact of this activity/trip on instructional time?
None

How is this activity correlated to the standards or topics currently under study?
Participating students will explore all of higher educational levels and understand how to use the tools and resources available while in college, as well as access financial aid and scholarships while attending college. The topics include: exploring colleges or universities, how to access and apply for financial aid and scholarships, and exploring career planning resources. Other activities will include engaging with peers through various leadership and networking activities.
If this is a fundraising activity, explain how and when money will be collected.
Not Applicable

Remember any field trip must have enough money collected to ensure that all children in the group/club/class can participate whether or not they choose to participate.

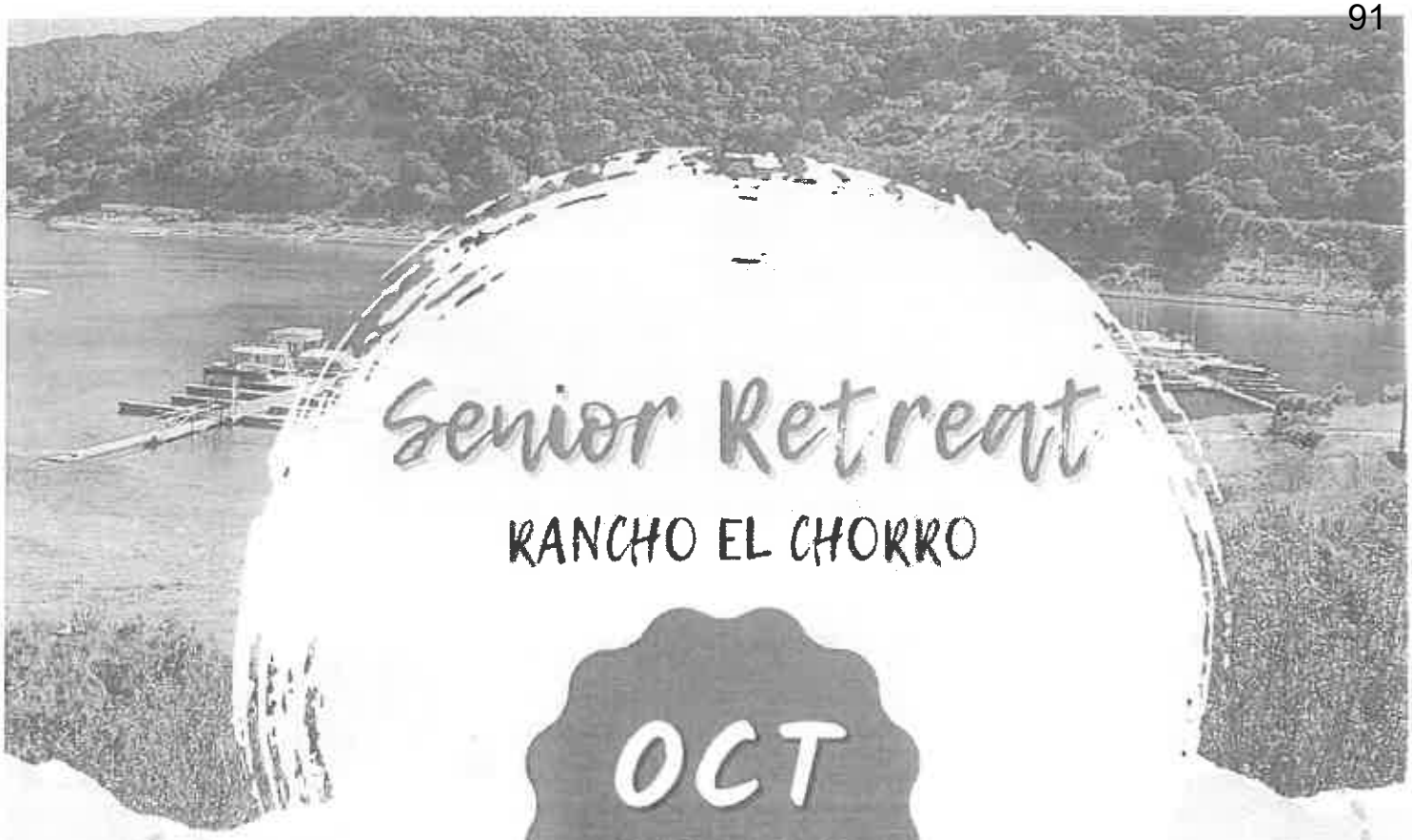
Prior to approval of this activity, the Administrator may require input from other staff members to ensure a balance between academic focus and maximization of instructional time. If the request is not approved, the staff should work cooperatively with the Principal to see possible compromises and/or solutions.

Signature of Teacher/Coach/Staff: Date:
Cell # - for field trips only

Signature of Department Chair/Grade Level Lead Date:
or Activity Director/Athletic Director

Pending Board Approval

Signature of Administrator: Date: 9-19-25
Approved ✓ Rejected ___ Reason for Rejection:



Senior Retreat

RANCHO EL CHORRO

OCT 10-12

Apply for Financial aid and College applications

UC Application
CSU Application
FAFSA Application

MIGRANT EDUCATION
Kern County Superintendent of Schools

CONTACT:

661.636.4333 gabravo@kern.org

Y2L

District	School	MSD Number	SSID	Name	DOB	Gender	Grade	Address	City	Phone	Parent FN	Parent LN
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Aguilar Ortega, Edith Isabel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Figueroa Villalpando, Ismael	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Hinojosa, Vanessa	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Reyes Rodriguez, Brian Oziel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Sanchez Mendoza, Jose Eduardo	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Sanchez Santos, Mauricio Miguel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Santos Olivares, Sarai	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Vazquez Gomez, Francisco Bernardino	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Velazquez Landeros, Joana Lizbel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Cutler-Orosi Joint Unified	[redacted]	[redacted]	[redacted]	Villegas Gutierez, Vanessa	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

2025 Senior Retreat at Rancho El Chorro

Dear Students and Parents,

The Youth 2 Leaders Education Foundation and the Migrant Education Programs, Region V and VIII are offering a 3-day Senior Retreat for High school students grade twelve (12) interested in pursuing their post-secondary education. Students have the opportunity to participate in this program, which will prepare them for college and beyond. This program takes place at Rancho El Chorro in San Luis Obispo, CA from **October 10th - October 12th**

Participating students will explore all of higher educational levels and understand how to use tools and resources available while in college as well as accessing financial aid and scholarships while attending college. The topics include: explore colleges or universities, how to access and apply for financial aid and scholarships, and explore career planning resources. Other activities will include engaging with fellow peers through various leadership and networking activities.

The cost of the program is covered by the Migrant Education Program! The Migrant Education Programs, Region V and VIII, pays for meals, lodging, and transportation. To be eligible for this program, contact the Migrant Area Administrator at your district for more information. Don't miss out on this enriching experience!

ELIGIBILITY

To be eligible for this unique experience you must:

- ✔ *Be a student in High School (12th grade).*
- ✔ *Be enrolled in the Migrant Education Program.*
- ✔ *Have demonstrated academic and leadership potential.*
- ✔ *Have an interest in attending college beyond high school.*

Estimados Padres e Estudiantes,

La fundación educativa, Youth 2 Leaders y los Programas Migrantes, Región V y VIII, están ofreciendo un programa muy especial para estudiantes de la preparatoria. Estudiantes del grado doce (12) tendrán la oportunidad de participar en este programa de 3 días que preparará a su hijo o hija para el colegio. Este programa se llevará a cabo en el campamento Rancho El Chorro en la ciudad de San Luís Obispo, CA el **10 de octubre hasta el 12 de octubre.**

Los estudiantes que participen aprenderán sobre las diferentes opciones que tienen para continuar con su educación después de graduarse de la preparatoria. También aprenderán sobre como encontrar la ayuda financiera para hacer una educación universitaria una realidad, examinar recursos de diferentes profesiónes, y aprender más sobre diferentes colegio universitarios. Los estudiantes participará en actividades de liderazgo.

Los gastos de este programa serán pagados por el Programa de Educación Migrante. Los alimentos, el alojamiento y la transportación serán pagados por una beca del Programa de Educación Migrante. Para ser considerado para este programa, favor de ponerse en contacto con su administrador de área del Programa de Educación Migrante. ¡No pierdan esta gran oportunidad!

2025 Senior Retreat at Rancho El Chorro

SUGGESTED CLOTHING CHECKLIST
(ARTÍCULOS DE ROPA)

The following is a list of clothing and equipment which will mean comfort to you while at the Leadership Retreat. It is suggested that luggage be planned to include only a sleeping bag or a bedroll and a suitcase or duffel bag. All clothing should be labeled with the owner's name. Please bring your older clothing.

La siguiente es una lista de ropa y equipaje que le ayudará durante su campamento. Por favor traer una bolsa de dormir o cobijas y una maleta o bolsa para la ropa. Traiga estas cosas el primer día de campamento. Toda la ropa y propiedad debe ser identificada con el nombre de su dueño. Por favor, traiga su ropa más vieja. *SLEEPING BAGS WILL NOT BE PROVIDED/NO HABRAN COBIJAS

✔ Pijamas /Ropa de dormir	✔ Pants (2) & Shorts/ Pantalones (2) y Shorts	✔ Boys – shirts (2)/ Muchachos – camisas (2)	✔ Towel/ Toalla
✔ Tennis shoes & sandals/tenis y chanclas	✔ Jacket and/or sweater/ Chamarra y suéter	✔ Underwear (2)/ Ropa Interior (2)	✔ Toothbrush and toothpaste/ Pasta dental y cepillo de dientes
✔ Socks/Calcetines	✔ Girls – blouses (2)/ Muchachas – blusas (2)	✔ Comb/ Peine	✔ Soap/ Jabón
✔ *Warm blanket or sleeping bag & pillow/2 cobijas o bolsa de dormir y almohada	✔ Flashlight/ Linterna	✔ Hat/Gorra	✔ Plastic container for water/Botella plástica para agua

PLEASE DO NOT BRING: Pocket Knives, radios, candy, gum or other kinds of food.
POR FAVOR NO TRAIGAN: Navajas, radios, dulce, chicle, o ningún otro tipo de comida.

***Bags are subject to security check/Maletas serán revisadas por seguridad de control.**

APPLICANT INFORMATION (PLEASE PRINT)					
Last Name/Apellido		First Name/ Nombre		M.I.	
Home Address/Domicilio				Apt #	
City/Ciudad		State/Estado		ZIP	
Primary Phone/Teléfono		Cellular/Celular		MSD#	
DOB/Fecha de nacimiento		E-mail/Correo electrónico		Gender/Género	○ M ○ F ○ Other
Father's Name/Nombre del padre			Father's Phone Number		
Mother's Name/Nombre de madre			Mother's Phone Number		
School/Escuela			District/ Distrito		

2025 Senior Retreat at Rancho El Chorro

This form is required to attend the program/ Se requiere esta forma para poder asistir al programa.

MIGRANT EDUCATION PROGRAM

PHOTO RELEASE FORM

I hereby grant the Migrant Education Programs Region V&VIII, the Kern County Superintendent of Schools, the Youth 2 Leaders Education Foundation permission to use my likeness in photographs and/or video in any and all of its publications, including web space, and in any and all other media, whether now known or hereafter existing, controlled by Migrant Education Programs Region V&VIII, Kern County Superintendent of Schools, Youth 2 Leaders Education Foundation in perpetuity, and for other use by the program or county office of education. I will make no monetary or other claim against Migrant Education Programs Region V&VIII, Kern County Superintendent of Schools and/or Youth 2 Leaders Education Foundation for the use of the photographs and/or video.

FORMULARIO DE LIBERACIÓN DE FOTOS

Por la presente otorgo Los Programas de Educación Migrante Región V y VIII y el Superintendente del Condado de Kern Escuelas el permiso para usar mi imagen en las fotografías y/o video en todas y cada una de sus publicaciones, incluyendo el espacio web, y en cualquier y todos los demás medios de comunicación, ya sea conocido o adelante existente, controlado por Migrant Education Program Región V y VIII y Kern Superintendente de Escuelas del Condado, a perpetuidad, y para otros usos en el programa o en la oficina de educación del condado. No haré ninguna reclamación económica o de otro tipo contra Migrant Education Program Región V y VIII y/o Kern Superintendente de Escuelas del Condado para el uso de las fotografías y / o video.

Name of Student/ Nombre del estudiante:	Date/Fecha:
Name of Parent or Legal Guardian/Nombre del Padre:	Signature of Parent or Legal Guardian/Firma del Padre:

This form is required to attend the program. Se requiere esta forma para poder asistir al programa.

2025 Senior Retreat at Rancho El Chorro

MIGRANT EDUCATION PROGRAM

MEDICAL TREATMENT AUTHORIZATION FORM

This form grants temporary authority to the Migrant Education Program (MEP) staff to provide and arrange for medical care for a minor in the event of an emergency, where the minor is not accompanied by either parents or legal guardians, and it may not be feasible or practical to contact them. This form should be given to the trip leader or shown to the trip leader and then carried by the designated adult. I agree to indemnify and hold harmless the Kern County Office of Education, its officers, agents, and employees, for any injury, illness or death which may occur as a result of assisting with administration of the medical treatment in accordance with the physician's direction.

MINOR

Full Legal Name of Child: (First, MI., Last)	Home Address:	City, State, Zip:
Phone: (000-000-0000)	DOB: (00/00/0000)	Gender: (circle below) ○Male ○Female ○Other

INFORMATION FOR MEDICAL TREATMENT

Physician's Name	Physician's Phone # (if known):
Medical Insurer/Health Plan:	Policy #
Allergies to Medications	Allergies (Other):
Please note all conditions for which the child is currently receiving treatment:	

AUTHORIZATION AND CONSENT OF PARENT(S) OR LEGAL GUARDIAN(S)

I do hereby state that I have legal custody of the aforementioned Minor. I grant my authorization and consent for _____ (Thereafter "Designee") to administer general first aid treatment for any minor injuries or illnesses experienced by the Minor. If the injury or illness is life-threatening or in need of emergency treatment, I authorize the Designated Adult to summon any and all professional emergency personnel to attend, transport and treat the minor and to issue consent for any X-ray, anesthetic, blood transfusion, medication, or another medical diagnosis, treatment, or hospital care deemed advisable by, and to be rendered under the general supervision of, any licensed physician, surgeon, dentist, hospital, or other medical professional or institution duly licensed to practice in the state in which such treatment is to occur. I agree to assume financial responsibility for all expenses of such care.

It is understood that this authorization is given in advance of any such medical treatment, but is given to provide authority and power on the part of the Designated Adult in the exercise of his or her best judgment upon the advice of any such medical or emergency personnel.

This authorization is effective through: _____

Lo hago por mi estado y reconozco que este documento ha sido traducido y entiendo que este documento es para otorgar autoridad temporal al personal del Programa de Educación Migrante (MEP) para organizar o proporcionar atención médica a un menor de edad en caso de una lesión médica.

Name of Student/ Nombre del estudiante:	Date/Fecha:
Name of Parent or Legal Guardian/Nombre del Padre:	Signature of Parent or Legal Guardian/Firma del Padre:

This form is required to attend the program. Se requiere esta forma para poder asistir al programa.

2025 Senior Retreat
Rancho El Chorro
October 10, 2025

DROP OFF

1:30 PM	**Depart from TCOE** **6200 S Mooney Blvd, Visalia, CA**
2:00 PM	**Arrive at Hanford West High School** **1150 W Lacey Blvd, Hanford, CA**
2:15 PM	**Depart Hanford West High School**
4:30 PM	**Arrive at Rancho El Chorro Outdoor School** **2450 Pennington Creek Rd, San Luis Obispo, CA**

Pick-up Location:
6200 S Mooney Blvd, Visalia, CA

First Stop:
1150 W Lacey Blvd, Hanford, CA

Final Stop:
2450 Pennington Creek Rd, San Luis Obispo, CA

2025 Senior Retreat
Rancho El Chorro
October 12, 2025

PICK UP

10:00	**Depart from Rancho El Chorro** **2450 Pennington Creek Rd, San Luis Obispo, CA**
12:15	**Arrive at Hanford West High School** **1150 W Lacey Blvd, Hanford, CA**
12:30	**Depart Hanford West High School**
1:00	**Arrive at TCOE** **6200 S Mooney Blvd, Visalia, CA**

Pick-up Location:
2450 Pennington Creek Rd, San Luis Obispo, CA

First Stop:
1150 W. Lacey Blvd., Hanford CA

Final Stop:
6200 S Mooney Blvd, Visalia, CA

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **OROSI HIGH SCHOOL STUDENT OVERNIGHT FIELD TRIP TO SAN JOSE, CA FOR SPEECH AND DEBATE INVITATIONAL EVENT**

ATTACHMENTS: **ACTIVITY REQUEST FORM. JOHN LEWIS INVITATION, AND ADDITIONAL INFORMATION**

FUNDING SOURCE: **LCAP AND ASB**

DISCUSSION: Orosi High School Speech and Debate team is seeking approval to attend an overnight field trip the weekend of November 21-23, 2025, to San Jose to attend a Speech and Debate Invitational under the supervision of coaches Karson Kalashian and Jacob Sandoval and chaperones Elizabeth Martinez and Yvette Alvarez. Event details have been attached for Board review. The approximate total cost is $3,700.

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:

- [X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [ ] **2. Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve Orosi High School's Speech and Debate overnight trip.**

PROPOSED ACTION: **APPROVE**

Item #: 15

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher/Coach Mr. Kalashian / Mr. Sandoval Date Submitted 9 / 24 / 2025

Type of Activity: Fundraiser ☐ Field Trip ☒ Assembly/Parent Program ☐
Other ☒ Speech and Debate Competition

Please list approved fundraiser: N/A
Does this activity require an overnight stay? YES ☒ NO ☐

Please note that any activity requiring an overnight stay MUST be Board approved one month in advance! Please submit this paperwork at least 6 weeks before the overnight trip. For all other activities, please submit paperwork at least 4 weeks prior to activity.

Grades/Departments/Club/Team Involved: 9-12, Speech and Debate

Activity Date 11/21 - 23/2025 **Activity Time** 4:30 P.M. 11/21 **to** Approx. 11:30 P.M. 11/23 **Location** TBD, San Jose Area

Activity Purpose To compete in speech and debate tournament

Transportation Needed? YES ☒ **NO** ☐

If "YES" please complete and attach the Transportation Request Form to this Activity Request form.

If transportation is provided by a private vehicle the driver must be registered with the District and meet all requirements of fingerprinting and AB1025.

Name(s) of person(s) driving Mr. Kalashian / Mr. Sandoval / Mrs. Alvarez

What is the impact of this activity/trip on instructional time?
N/A

How is this activity correlated to the standards or to topics currently under study?
Students will compete in speech and debate events that relate directly to units of study from their courses at OHS

If this is a fundraising activity, explain how and when money will be collected.
N/A

Who is responsible for collecting money from fundraisers or for field trip? N/A
Remember any field trip must have enough money collected to ensure that all children in the group/club/class can participate whether or not they choose to participate.

Prior to approval of this activity, the Administrator may require input from other staff members to ensure a balance between academic focus and maximization of instructional time. If the request is not approved, the staff should work cooperatively with the Principal to see possible compromises and/or solutions.

Kalashian Signature of Teacher/Coach	9/24/2025 Date	559-284-1790 Cell # - for field trips only
Signature of Department Chair/Grade Level Lead or Activity Director/Athletic Director	Date	
Signature of Administrator	Date	Approved ___ Rejected___

Reason for Rejection: _____

Dear Colleagues,

The Silicon Valley Urban Debate League (SVUDL) presents:

The John Lewis SVUDL Invitational, formerly known as the SCU Dempsey-Cronin (aka SCU 1).

The Silicon Valley Urban Debate League has taken ownership of the SCU Dempsey Cronin, and will be running a hybrid Speech and Debate invitational to be held the weekend before Thanksgiving, from Nov 21-23.

All proceeds from this tournament will go to the Silicon Valley Urban Debate League, a local nonprofit organization that helps students uncover and hone the power of their voices, so they can confidently step into their full potential as professional and community leaders.

SVUDL is pleased to continue to honor the legacy of the late Congressman John Lewis by naming this Speech and Debate tournament after him. Born near Troy, Alabama in 1940, Congressman Lewis devoted his life to securing civil rights, fair and equal access to voting rights, and was a tireless soldier who literally and repeatedly risked his life in the movement against racial segregation and injustice.

We are also pleased to announce that we are again a NIETOC designated bid tournament for those interested in the National Individual Events Tournament of Champions. We are also designated as a bid tournament for Speech and Public Forum for the Tournament of Champions, held by the University of Kentucky. We are happy to announce that for this year, the TOC has designated us as a quarterfinals gold and octo finals silver bid for Public Forum.

This will be a hybrid tournament, with all Speech events and Congress held in person at **TBD**

All other Debate events (LD, PF, Parli, Policy, World Schools) will be held online using the NSDA Campus platform.

All Debate formats will start Friday, November 21 this year. Speech events and Congress start Saturday, November 22.

Due to the hybrid nature of the tournament, students will not be allowed to double enter across Speech and Debate events.

However, students are welcome to double enter in Speech. Congress students may also double enter in Speech. However, the tournament cannot give students extra time to get to rounds if they double enter.

All tournament registration will be on Tabroom.com. Information regarding online platform use for the tournament will be released in the coming weeks.

Please note that the schedule listed is tentative. Depending on the size of entry, the schedule may be adjusted.

If you have any questions regarding the tournament or registration, please email Tournament Director Mariel Cruz at cruznmariel@gmail.com

Please note, we may make adjustments to our tournament procedures to bring us more in line with other national tournaments. Coaches will be notified of any changes made as soon as they have been finalized. Any updates will also be posted here on Tabroom.

Deadlines

The system will accept new entries until Wednesday, November 19, 2025 at 8:00pm. Make drops and adds through Tabroom after that up until the tournament begins. However, changes or drops made after Thursday, November 20, 2025 at 8pm forfeit their entry fees. All space in Debate and Speech will be allocated on a first come, first served basis; register early!

TBA Entries

All TBA Entries will be waitlisted until names are entered. Any TBA entries without names after the registration deadline will be removed from the tournament.

Divisions

All Speech and Debate events will offer a novice and open division. We reserve the right to collapse divisions if entry size is too small for two separate divisions.

World Schools will be one division.

Novice is defined as a student's first year of competition, or student in their second year if they have competed in fewer than 5 tournaments, and did not advance to elims in any division, regardless of debate format.

Patterns

Debate Pattern: Policy, Parliamentary, Public Forum and Lincoln-Douglas Debate - held online

World Schools will follow its own schedule and will also be online

Congress in one pattern - in person at TBD

All Speech events will be in one pattern, in person at TBD

Speech Elims

In the TOC Speech events we will break the top 6 to finals in events that have up to 30 entries. Divisions with more than 30 entries will have the top 12 advance to Semi-Finals, divisions with more than 51 entries will have three sections of Semi-finals with 6 competitors advancing to finals, and divisions with more than 85 entries will break to a quarterfinal. We will award trophies up to the top 6 in all speech events, and medals to Semifinalists and Quarterfinals. Placement will be determined by cumulative ranking. Events with 30+ will have a semis and a finals. Non-TOC NIETOC events above 51 contestants will have a Semifinal with 6 entries per section.

General Tournament Procedures

The tournament will consist of six preliminary debate rounds for varsity, five prelims debate rounds for novice, and four preliminary rounds of varsity and novice speech events. We reserve the right to combine divisions if the entry warrants.

Semifinals will be held in individual events with 50 or more entries or the discretion of the tournament director. Undersubscribed events may waive finals.

Tournament Caps and Waitlist

Due to the size of the tournament, we will be placing caps on the debate events. Each school will be allotted 4 entries per division per debate event. All entries over the caps will be waitlisted.

Entries may also be waitlisted if the tournament reaches capacity. Schools will be moved off the waitlist as space opens up. Schools that have not already taken up their allotted slots in each event will be moved first, and schools with completed judge entries will also be given preference. Remaining waitlisted entries will be moved on a first-come, first-serve basis.

Congress

Please designate the PO's with a 'po' for every ten entries via email to cruznmariel@gmail.com. Please note that Congress judges will be listed under IE's. Please enter Congress judges into the IE judge pool. Bills will be included in the official tournament invite, which will be posted on the tournament webpage on Tabroom.com a couple weeks prior to the start of the tournament.

We invite members of the community to submit legislation for the Congress tournament. Please emailcruznmariel@gmail.comwith your legislation. A finalized set of bills will be released in November.

Event Rules

Public Forum, LD, and Policy will be using the following NSDA procedures for round format, but CHSSA procedures regarding evidence.

Generally we use NSDA rules for all speech events but there are exceptions: Extemp is combined national and international. CHSSA rules will be used for Impromptu, OI, and OPP.

Parli will also follow CHSSA rules.

SPEECH AND CONGRESS SCHEDULE - TENTATIVE

Speech and Congress Schedule - Nov 21-23, Saturday and Sunday

Pattern A - Impromptu, OPP, POI, OI, Duo

Pattern B - DI, HI, Extemp, OO, Info

Schedule may be adjusted based on entry size

Saturday

Speech Judges' Judging Instructions - 7:30 AM in Judges' Lounge

Speech Pattern A Rd 1 - 8:00am - 9:15am (Congress cross entries will speak first)

Congress Judges' Judging Instructions - 8:00 AM in Judges' Lounge

Congress Rd 1 - 8:30am - 10:30am

Extemp Prep Starts - 9:45am (Congress cross entries will speak last in Extemp)

Speech Pattern B Rd 1 - 10am - 11:15am

Lunch - 11:30am-12:30pm

Speech Pattern A Rd 2 - 12:30pm - 1:45pm (Congress cross entries will speak first)

Congress Rd 2 - 1:00pm - 3:00pm

Extemp Prep STARTS - 2:15pm (Congress cross entries will speak last in Extemp)

Speech Pattern B Rd 2 - 2:30pm - 3:45pm

Speech Pattern A Rd 3 - 4:30pm - 5:45 pm (Congress cross entries will speak first)

Congress Rd 3 - 5:00pm - 7:00pm

Extemp Prep STARTS - 6:15pm (Congress cross entries will speak last in Extemp)

Round 3 Pattern B - 6:30pm - 7:45pm

Sunday

Speech Judges' Judging Instructions - 8:00 AM in Judges' Lounge

Extemp Prep STARTS - 8:00am (Congress cross entries will speak first)

Speech Pattern A and B Semis or Finals, Impromptu Novice Quarters - 8:30am - 10:00 am

Congress Judges' Judging Instructions - 9:00 AM in Judges' Lounge

Congress Finals - 9:30am - 11:30am

Extemp Prep STARTS - 11:00am (Congress cross entries will speak last in Extemp)

Speech Pattern A and Pattern B Remaining Finals, Impromptu Novice Semis - 11:30am - 1:00pm

Impromptu Novice Finals - 2:00pm - 3:15pm

Awards 3:45pm

The Speech and Debate team will be traveling to the John Lewis Invitational in the San Jose area (specific location TBD) on November 21st at 4:30 P.M., and returning on November 23rd at approx. 11:30 P.M. This will be a great opportunity for our students to compete against roughly 30 schools. They will also get to see a different city and school as well as bond further as a team.

This competition offers all speech and debate events, and has novice as well as varsity levels of competition. We plan to take approx. 26 students based on work/success/interest/etc. We plan to have assistant coach Jacob Sandoval with us, as well as female chaperones Elizabeth Martinez and Yvette Alvarez. We will take three school district vans, and the hotel is still TBD.

Thank you for the continued support of the program, especially as we continue to expose all freshman to the subject in hopes of making them more powerful communicators, helping them with their eventual senior exit interviews, and growing the core of the team for the future. Please approve our trip!

Respectfully,

Karson Kalashian

Head Speech and Debate Coach

Orosi High School, CA

Cell: (559) 284-1790

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY 2025-2026 SPECIAL SERVICES-BEHAVIORAL HEALTH SERVICES AGREEMENT WITH TULARE COUNTY OFFICE OF EDUCATION**

ATTACHMENTS: **2025-2026 SPECIAL SERVICES-BEHAVIORAL HEALTH SERVICES AGREEMENT**

FUNDING SOURCE: **CCSPP**

DISCUSSION: Attached for Board ratification is a contract with Tulare County Office of Education's Behavioral Health Services to provide ongoing supervision of our Educational Social Workers by TCOE Licensed Clinical Social Workers (LCSWs). This supervision will improve and enhance the practitioner skills of our Educational Social Workers as they obtain necessary supervision towards their licensure.

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 and meet the needs of all students in a safe supportive environment.**
- ☐ 2. **Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board ratify the Service Agreement for Clinical Supervision for the 2025-26 School Year.**

PROPOSED ACTION: **RATIFY**

Item #: 16

REQUEST FOR AGENCY AGREEMENT

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools

Request For Agency Agreement

Contract #	260480
Accountant	Samantha Gong

Initiator Info

Type of Agreement	TCOE/Superintendent receiving funds
Brief description of request	Clinical Supervision - To provide Cutler-Orosi Joint Unified School District up to 21 hours of Clinical Supervision services per week for 37 weeks.
TO :	Tim A. Hire, Superintendent of Schools
FROM :	Dawn Sampson Padilla
Department	Behavioral Health Services
Date	8/4/2025

Agency or District Information

Does the Entity allow electronic signatures?	○ Yes ○ No
Name	Cutler-Orosi Joint Unified School District
Type	DISTRICT
Address	12623 Avenue 416
City	Orosi
State	CA
Postal / Zip Code	93647
Authorized Signer	Yolanda Valdez

Authorized Telephone (559) 528-4763

Authorized Fax (559) 528-3132

Authorized Email yovaldez@cojusd.org

Contract information

Contract Amount: $108,780.00

Other Conditions: The estimated cost is $140.00 per hour for clinical supervision of 7 social workers for the 2025-2026 School Year. The estimated cost is not to exceed $108,780.00.

Total not to exceed: $ 108,780.00

Department/Program: *Behavioral Health Services

Budget Category:

									%
010	90373	0	810000	000000	86890	0000	00	0000	100

Percent 100

Initiator

Contact Person Angela Gomez, LMFT

Telephone (559) 730-2969 ext. 6855

SCOPE OF SERVICES - EXHIBIT A

1. RESPONSIBILITIES OF DISTRICT:

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

District and Site Administration are committed to the integration of Behavioral Health Services providing Clinical Supervision and support to the identified district mental health professionals for the academic school year 2025-2026.

District and Site Administrators and Site Staff will collaborate with Behavioral Health Services mental health professionals as needed for the benefit of supporting the clinical growth of the identified district mental health professional gaining clinical supervision.

2.RESPONSIBILITIES OF SUPERINTENDENT:

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

Clinical Supervision to be provided by a qualified Behavioral Health Services mental health professional.
Provide individual clinical supervision that meets Board of Behavioral Sciences regulations.
Provide group clinical supervision that meets Board of Behavioral Sciences regulations.
Provide urgent clinical consultation outside of scheduled clinical supervision time.
Share resources and training opportunities with the district mental health professional to promote and encourage clinical growth.
Review and approve clinical documentation in district EHR system.

FEE SCHEDULE

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

Services will be provided for seven (7) supervisee's for three (3) hours a week for a total of twenty-one (21) hours per week. Twenty-one (21) hours per week times thirty-seven (37) weeks equals seven hundred seventy-seven hours (777) for the school year. Seven hundred seventy-seven hours (777) times the hourly rate of $140.00 equals $108,780.00.

7 social workers x 3 hrs. = 21 hours per week
21 hours per week x 37 weeks = 777 hours
777 hours x $140.00 an hour = $108,780.00

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)

Exhibit (B)

Exhibit (C)

Exhibit (D)

AGENCY AGREEMENT 260480

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

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as	**and shall expire on .**
8/1/2025	6/30/2026

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 $ 108,780.00

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
Cutler-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. Hire

Date 9/9/2025

DISTRICT

Signature Yolanda Valdez (Sep 17, 2025 14:34:18 PDT) Sign

Date 09/16/2025

TCOE Program Information

Contact Person: Angela Gomez, LMFT

Telephone: (559) 730-2969 ext. 6855

Department/Program: Special Services, Behavioral Health Services

Please return an original copy to: Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

260480 (002)

Final Audit Report 2025-09-17

Created:	2025-09-16
By:	COJUSD M. Macareno (mmacareno@cojusd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAyeSr18q87-92LJdU_q6nPTpceHmHY-wR

"260480 (002)" History

Document created by COJUSD M. Macareno (mmacareno@cojusd.org)
2025-09-16 - 5:31:38 PM GMT

Document emailed to Yolanda Valdez (yovaldez@cojusd.org) for signature
2025-09-16 - 5:31:43 PM GMT

Email viewed by Yolanda Valdez (yovaldez@cojusd.org)
2025-09-17 - 9:33:47 PM GMT

Document e-signed by Yolanda Valdez (yovaldez@cojusd.org)
Signature Date: 2025-09-17 - 9:34:18 PM GMT - Time Source: server

Agreement completed.
2025-09-17 - 9:34:18 PM GMT

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATFIY THE VALLEY REGIONAL OCCUPATIONAL PROGREAM (ROP) TEACHER SERVICE AGREEMENTS (TSA) 2025-2026**

ATTACHMENTS: **VALLEY ROP TSA 2025-2026**

FUNDING SOURCE: **VROP**

DISCUSSION: The Director of College and Career request Board ratification of the VROP Teacher Service Agreements (TSA's) for the 2025-2026 school year to cover the salaries and statutory benefits for Career Technical Education Instructors in several industry sector pathways. In addition, Valley ROP will allocate $141, 692.33 from the Cutler-Orosi Joint Unified School District Career Technical Education Funds to specifically cover the salaries for Susana Garza (Arts Media and Entertainment Instructor) and Daniel Martinez (Diesel Mechanics). As a result, these TSA costs will not be included in the formal agreement, since the funds will come directly from VROP.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Lisa Castillo, Director of College & Career*

BOARD GOAL:

- [X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [X] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board ratify the VROP TSA for 2025-2026.**

PROPOSED ACTION: **APPROVE**

Item #: 17

Valley ROP
Education that builds careers!
Valley Regional Occupational Program

310 West Myrtle
Reedley, CA 93654
Phone 559-876-2122
Fax 559-876-2102

Tuesday, August 19, 2025

Letter of Commitment for Fiscal Year 2025–2026

To: Lisa Castillo, COJUSD, K-12 District Director of College and Career
Faith Price, COJUSD Chief Financial Officer, COJUSD
Erika Guardado, Assistant Business Manager, COJUSD

Re: 2025-2026 Teacher Service Agreements (TSAs) – Cutler-Orosi JUSD

Dear Cutler-Orosi JUSD Leadership Team,

Attached for your review and records are the Teacher Service Agreements for the 2025–2026 school year. These agreements outline the contracts for teachers hired by Valley ROP and assigned to serve within your districts. Each agreement reflects staffing based on student enrollment, pathway needs, and course assignments as determined through collaboration with your district and site leadership teams.

As in previous years, Valley ROP remains committed to providing highly qualified instructors who align with the instructional priorities of both Valley ROP and our member districts. The agreements formalize teacher assignments, ensuring that staffing is consistent with program needs, credentialing requirements, and state education codes governing Career Technical Education. This letter serves as formal confirmation of Valley ROP's commitment to Cutler-Orosi Joint USD for the 2025–2026 fiscal year. As part of our annual budget and service agreement planning, we would like to confirm the following key updates, for the 2025–2026 school year. The **Total TSA Cost to Cutler-Orosi JUSD** for K12 Services is: **$484,613.73**

In addition, Valley ROP will allocate $141,692.33 from the **Cutler-Orosi JUSD CTEIG funds specifically to cover the salaries and statutory benefits** for the Daniel Martinez, Automotive part time assignment and Susana Garza, Full FTE. As a result, these TSA costs will not be included in our formal agreement, since the funds will come directly from Valley ROP.

The CTEIG round 10 final Transfer to Cutler-Orosi JUSD for Round 10 totals $225,108. This amount will be transferred by Valley ROP to Cutler-Orosi JUSD to support the remaining CTE programming and expenditures for the 2025–2026 school year, as detailed in the approved budget and plan.

After applying for following expenses:

- CTE salaries and benefits $141,692.33
- VROP ACA/ACU Certifications Reimbursement $3,500.00
- VROP Adobe Software Reimbursement - Certification - CPR Cards $5,000.00
- Engineering Computer Lab $65,000.00
- VROP Adobe Software Reimbursement $3,500.00

Cutler Orosi Unified School District
Payroll Calculator 2025-2026
Salary & Benefits paid by Cutler Orosi USD Employed by Valley ROP

Certificated

$ 16,857.00	Certificated Mgmt
$ 16,857.00	Certificated H&W

Name	Description	Gross Payroll	STRS 0.191 3101	FICA 0.062 3311	MCARE 0.0145 3321	INS input amount 3401	SUI 0.0005 3501	WCOMP 0.0196 3601	22.56% Statutory P/R + Ins	does not include FICA Gross + Statutory
Garza, Susana	COUSD-Arts Media Entertainment	$ 67,604.00	$ 12,912.36	$ -	$ 980.26	$ 16,857.00	$ 33.80	$ 1,325.04	$ 32,108.46	$ 99,712.46
Cervantes, Jamy	Cutler-Orosi/Health Careers	$ 77,577.00	$ 14,817.21	$ -	$ 1,124.87	$ 16,857.00	$ 38.79	$ 1,520.51	$ 34,358.37	$ 111,935.37
Araujo, Ariana	Cutler-Orosi/Business & Finance	$ 65,318.00	$ 17,668.52	$ -	$ 947.11	$ 16,857.00	$ 32.66	$ 1,280.23	$ 36,785.52	$ 102,103.52
Bruciaga, Monserrat Del Ca	CutlerOrosi/Public Service	$ 69,970.00	$ 13,364.27	$ -	$ 1,014.57	$ 16,857.00	$ 34.99	$ 1,371.41	$ 32,642.23	$ 102,612.23
Lucero, Dave	Cutler Orosi Lovell HS/Construction	$ 66,396.50	$ 12,681.73	$ -	$ 962.75	$ -	$ 33.20	$ 1,301.37	$ 14,979.05	$ 81,375.55
Vang, Mai	Cutler Orosi HS/Engineering Robotics	$ 47,404.68	$ 9,054.29	$ -	$ 687.37	$ -	$ 23.70	$ 929.13	$ 10,694.50	$ 58,099.18
Martinez, Daniel	Automotive & Diesel Mechanic	$ 22,786.87	$ 4,352.29	$ -	$ 330.41	$ 4,784.02	$ 11.39	$ 446.62	$ 9,924.73	$ 32,711.60
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ 417,057.05	$ 84,850.68	$ -	$ 6,047.33	$ 72,212.02	$ 208.53	$ 8,174.32	$ 171,492.87	$ 588,549.92
	District	$ 326,666.18	$ 67,586.02	$ -	$ 4,736.66	$ 50,571.00	$ 163.33	$ 6,402.66	$ 129,459.67	$ 456,125.85
	CTEIG	$ 90,390.87	$ 17,264.66	$ -	$ 1,310.67	$ 21,641.02	$ 45.20	$ 1,771.66	$ 47,033.20	$ 132,424.07

Administrative Oversight

Name	Total Salary & Benefits	7.0% Oversight	Total Expense	
Garza, Susana	$ 99,712.46	$6,979.87	$106,692.33	CTEIG
Cervantes, Jamy	$ 111,935.37	$7,835.48	$119,770.85	
Araujo, Ariana	$ 102,103.52	$7,147.25	$109,250.77	
Bruciaga, Monserrat Del Carmen	$ 102,612.23	$7,182.86	$109,795.09	
Lucero, Dave	$ 81,375.55	$5,696.29	$87,071.84	
Vang, Mai	$ 58,099.18	$4,066.94	$62,166.12	
Martinez, Daniel	$ 32,711.60	$2,288.40	$35,000.00	CTEIG
Total Expense	**$ 588,549.92**	**$ 41,197.09**	**$ 629,747.00**	
District	$ 456,125.85	$ 31,928.82	$ 488,054.67	
CTEIG	$ 132,424.07	$9,268.27	$141,692.33	

TEACHER SERVICES AGREEMENT

This Teacher Services Agreement ("Agreement") is made and entered into effective July 1, 2025 by and between the Cutler-Orosi Joint Unified School District ("District") and Valley Regional Occupational Program ("Valley ROP"), referred to collectively as the "Parties."

RECITALS

WHEREAS, the District offers Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology at Orosi High School and Lovell High School through Valley ROP; and

WHEREAS, the District is interested in maintaining the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology, programs as part of the Valley ROP program; and

WHEREAS, Valley ROP does not have adequate funding to pay for the costs associated with the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology programs; and

WHEREAS, Valley ROP is willing to employ the teacher for the Arts, Media & Entertainment, Building and Construction Trades, Public Services, Business and Finance, Engineering & Architecture and Health Science & Medical Technology programs if the District will reimburse Valley ROP for all of the teacher's salary and benefits and a 7% Instructional Oversight fee as agreed upon on an annual basis.

AGREEMENT

NOW, THEREFORE, the Parties agree as follows:

1. **Program and Performance Objectives.** Valley ROP shall conduct classes in Arts, Media & Entertainment, Public Services, Building and Construction Trades, Business and Finance, Engineering & Architecture and Health Science & Medical Technology at a District site consistent with the terms of this Agreement. Valley ROP will develop the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology curriculum consistent with the needs of students and the District.

2. **Term of Agreement.** This Agreement shall continue in full force until lawfully terminated as provided herein.

3. **Termination of Agreement.** Either Party may terminate this Agreement at the end of each fiscal year by providing the other Party with written notice no later than May 1st of that year.

4. **Valley ROP and District Responsibilities.** The Parties recognize that the size of the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology programs is subject to change from school year to school year depending on student interest in the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes and the number of classes established by Valley ROP. Therefore, the Parties may adjust the number of Arts, Media & Entertainment, Public Services, Building and Construction Trades, Business and Finance, Engineering & Architecture and Health Science & Medical Technology classes on a yearly basis without altering other terms of this Agreement.

a. Valley ROP Responsibilities and Duties. Valley ROP agrees to provide the following services:

1. Valley ROP shall hire, supervise and evaluate an Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology Teacher, who shall be appropriately credentialed for career technical education and whose qualifications will make them suitable to teach this course.

2. Valley ROP will maintain written records which detail the student enrollment, attendance, student performance in the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes, costs for the teacher's salary, benefit costs, supplemental costs (i.e. workers compensation insurance and unemployment insurance), supplies and books, equipment and consultant fees for the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes.

3. The Arts, Media & Entertainment, Public Services, Building and Construction Trades, Business and Finance, Engineering & Architecture and Health Science & Medical Technology classes will be held at Orosi High School and Lovell High School. Valley ROP will coordinate with the High School's Principal for the provision of classroom space consistent with Valley ROP's facilities use agreements with Cutler-Orosi Joint Unified School District.

4. Valley ROP will provide all necessary reports to the District regarding student enrollment in the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes, including, but not limited to attendance records, course completion records, and grade and discipline reports.

5. Valley ROP shall hire, manage and pay for the costs of the administrative staff.

b. District Responsibilities. The District agrees to provide the following services:

1. The District shall pay Valley ROP for the cost of the assignment as agreed upon in the annual Teacher Services Agreement of Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology Teacher's annual salary, benefits, and supplemental costs.

2. The District and Valley ROP will work collaboratively to develop the method for billing and payment for the teacher's costs plus a 7% Instructional Oversight fee as agreed upon on an annual basis.

3. The District will work collaboratively with Valley ROP to recruit and enroll students in the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology programs.

4 The District will provide an appropriate classroom at Orosi High School for the Arts, Media & Entertainment, Building and Construction Trades, Public Services, Business and Finance, Engineering & Architecture and Health Science & Medical Technology programs. These classrooms will be made available at times mutually agreed upon by Valley ROP and the District.

5. The District will cover the costs of instructional materials, supplies, books and consultant fees.

5. **Selection of Students and Nondiscrimination Policy.** Students shall be selected for participation in the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes based on student interest. When selecting students for participation in the Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes, Valley ROP nor the District shall not unlawfully discriminate against any student on the basis of race, color, creed, national origin, sex, age, sexual orientation (actual or perceived characteristics), political affiliation, physical handicap, marital status or domicile.

6. **Valid Teaching Credential.** Instruction in the Arts, Media & Entertainment, Building and Construction Trades, Public Services, Business and Finance, Engineering & Architecture and Health Science & Medical Technology classes, including any and all classes, shall be provided only under the immediate supervision and control of a teacher who holds a valid California credential authorizing the career technical subject they will teach.

7. **Class Hours; Student Withdrawal from Classes; Transfer of Students.** Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes shall be conducted in a manner consistent with Valley ROP's policies relating to the number of class hours sufficient to meet the state performance objectives, withdrawal of students prior to completion of course or Arts, Media & Entertainment, Building and Construction Trades, Business and Finance, Public Services, Engineering & Architecture and Health Science & Medical Technology classes, and transfer of students out of Arts, Media & Entertainment, Public

Services, Business and Finance, Engineering & Architecture and Health Science & Medical Technology classes.

8. **Indemnity.** Valley ROP shall defend, indemnify, and hold harmless the District and its agents, employees, District Governing Board, and members of its Board, from and against claims, damages, losses, and expenses, including, but not limited to, attorney's fees and costs including fees of consultants arising out of or resulting from: performance of its duties under this Agreement, including, but not limited to, Valley ROP's use of school district sites; injury to or death of persons or damage to property or damage to the District, its agents, employees, District Governing Board, or members of its Board, for any act, omission, negligence, or willful misconduct of Valley ROP or its respective agents, subcontractors, employees, material or equipment suppliers, invitees, licensees or students. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

The District shall defend, indemnify, and hold harmless Valley ROP, its agents, employees, Governing Board, and members of its Governing Board from and against claims, damages, losses, and expenses, including, but not limited to, attorney's fees and costs including fees of consultants arising out of or resulting from: performance of its duties under this Agreement, including, but not limited to, injury to or death of persons or damage to property or damage to Valley ROP, its agents, employees or students, for any act, omission, negligence, or willful misconduct of the District or its respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensee. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

9. **Insurance.** Without limiting Valley ROP's or the District's indemnification, it is agreed that the Valley ROP and the District have and shall maintain in force during the term of this Agreement comprehensive general liability policies. Valley ROP shall be named as an additional insured on the District's policy by endorsements. The policy shall provide that it is primary such that insurance maintained by the Valley ROP, if any, shall be excess and not co-primary. A copy of the declarations page of the District's insurance policy shall be attached to this Agreement as proof of insurance.

10. **Worker's Compensation Insurance.** Valley ROP agrees to provide all necessary workers compensation insurance for Valley ROP's employees and students.

11. **Nondiscrimination.** Valley ROP shall not unlawfully discriminate in its hiring or employment practices against any employee or applicant on the basis of race, color, creed, national origin, sex, age, sexual orientation (actual or perceived characteristics), political affiliation, physical handicap, marital status or domicile.

12. **Assignment.** Valley ROP shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the District.

13. **Binding Effect.** This Agreement shall inure to the benefit of and shall be binding upon Valley ROP and the District and their respective successors and permitted assigns, if any.

14. **Severability.** If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

15. **Amendments.** The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.

16. **Written Notice.** Written notice shall be deemed to have been duly served if delivered in person to Parties, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.

Yolanda Valdez	Fabrizio Lofaro
Superintendent	Superintendent
Cutler-Orosi Joint USD	Valley Regional Occupational Program
12623 Avenue 416	310 W. Myrtle
Orosi, CA 93647	Reedley, CA 93654

17. **Integration.** This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

18. **No External Promises, Representations or Warranties.** Each of the Parties acknowledges no one has made any promise, representation or warranty whatsoever, express or implied, written or oral, not contained herein to induce them to execute this Agreement, and that this Agreement is not executed in reliance upon any such promise, representation or warranty.

19. **Modification.** Each of the Parties acknowledges and agrees that this Agreement may be amended only by a writing signed by all the Parties.

20. **Interpretation.** Each of the Parties acknowledges and agreement that this Agreement in an accord and satisfaction to be construed as a whole according to its fair meaning and not in favor or nor against any of the Parties as draftsman or otherwise.

21. **Further Documents and Actions.** Each of the Parties agrees to execute such further documents and take such further actions as may be reasonably necessary or appropriate to effectuate the terms of this Agreement.

22. **Choice of Forum.** Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Fresno.

23. **Choice of Law.** This Agreement shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter which have legal contacts and relationships exclusively within the State of California.

24. **Counterparts (Facsimiles).** This Agreement may be executed in counterparts, each of which shall constitute an original of the Agreement. Facsimile signature pages transmitted to other Parties to this Agreement shall be deemed equivalent to original signature on counterparts.

25. **Warranty of Authority.** Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the party indicated, and each of the Parties by signing this Agreement warrants and represents that such party is legally authorized and entitled to enter into this Agreement.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

By: _____

Title: Superintendent

Date: _____

VALLEY REGIONAL OCCUPATIONAL PROGRAM

By: _____

Title: Superintendent

Date: 8/5/2025

Teacher Services Agreement between
Valley ROP and Cutler Orosi USD
Financial Detail - 2025-2026

Valley ROP will provide the services of:

Cervantes, Jamy

- **Sector:** Health Sciences & Medical Tech.
- **Pathway:** Patient Care - CNA
- **Site:** Orosi High School
- **Assignment:** Full Time

for the 2025-2026 school year. The assignment, as requested, is for **185 days** and **7 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	**$111,935.37**
7% Personnel Oversight:	**$7835.48**
Total:	**$119,770.85**

CUTLER-OROSI JUSD

By _____

Title Superintendent

Date _____

VALLEY ROP

By _____

Title Superintendent

Date 8/5/2025

Teacher Services Agreement between
Valley ROP and Cutler Orosi USD
Financial Detail - 2025-2026

Valley ROP will provide the services of:

Araujo, Ariana

- **Sector:** Business and Finance
- **Pathway:** Business Management
- **Site:** Orosi High School
- **Assignment:** Full Time

for the 2025-2026 school year. The assignment, as requested, is for **185 days** and **7 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	**$102,103.52**
7% Personnel Oversight:	**$7147.25**
Total:	**$109,250.77**

CUTLER-OROSI JUSD

By _____

Title Superintendent

Date _____

VALLEY ROP

By _____

Title Superintendent

Date 8/5/2025

Teacher Services Agreement between
Valley ROP and Cutler Orosi USD
Financial Detail - 2025-2026

Valley ROP will provide the services of:

Bruciaga, Monserrat Del Carmen

- **Sector:** Public Sevices
- **Pathway:** Public Safety - Criminal Justice
- **Site:** Orosi High School
- **Assignment:** Full Time

for the 2025-2026 school year. The assignment, as requested, is for **185 days** and **7 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	**$102,612.23**
7% Personnel Oversight:	**$7182.86**
Total:	**$109,795.09**

CUTLER-OROSI JUSD

By _____

Title Superintendent

Date _____

VALLEY ROP

By _____

Title Superintendent

Date 8/5/2025

Valley ROP
Education that builds careers!

Teacher Services Agreement between
Valley ROP and Cutler Orosi USD
Financial Detail - 2025-2026

Valley ROP will provide the services of:

Lucero, Dave

- **Sector:** Building and Construction Trades
- **Pathway:** Residential and Commercial Construction
- **Site:** Orosi High School
- **Assignment:** Full Time

for the 2025-2026 school year. The assignment, as requested, is for **185 days** and **5 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	**$81,375.55**
7% Personnel Oversight:	**$5696.29**
Total:	**$87,071.84**

CUTLER-OROSI JUSD

By _____

Title Superintendent

Date _____

VALLEY ROP

By _____

Title Superintendent

Date 8/5/2025

Teacher Services Agreement between
Valley ROP and Cutler Orosi USD
Financial Detail - 2025-2026

Valley ROP will provide the services of:

Vang, Mai

- **Sector:** Engineering & Architecture
- **Pathway:** Engineering Design
- **Site:** Orosi High School
- **Assignment:** Part-Time

for the 2025-2026 school year. The assignment, as requested, is for **185 days** and **4.5 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	**$58,099.18**
7% Personnel Oversight:	**$4,066.94**
Total:	**$62,166.12**

CUTLER-OROSI JUSD

By _____

Title Superintendent

Date _____

VALLEY ROP

By _____

Title Superintendent

Date 8/5/2025

Valley ROP
Education that builds careers!

Governing Board Meeting Calendar
2026

Section 9100 of the Valley ROP Board Bylaws requires that the Master Schedule for regular Valley ROP Board of Management meetings be fixed annually by Resolution of the Board of Management.

The following schedule is hereby submitted for approval by the Superintendent in compliance with this requirement.

Thursday, January 22, 2026 7:30 a.m.
- VROP Board Organizational Meeting
- Resolution of Release of Temporary Employees

Thursday, March 12, 2026 7:30 a.m.
- Second Budget Interim
- Approve Income/Expenditures Detail to Date

Wednesday, April 29, 2026 7:30 a.m.
- State Cola Discussion
- Compensation and Salary
- VROP Budget 2025-26

Wednesday, May 27, 2026 7:30 a.m.
- 2025-26 Re-hire List
- 2025-26 Final Budget Approval
- Approve Resolutions

Thursday, September 10, 2026 7:30 a.m.
- First meeting new School year
- Late Hires for programs

Thursday, December 10, 2026 7:30 a.m.
- Superintendent Evaluation
- First Budget Interim
- Budget Audit Report

VALLEY ROP MEETINGS TO BE CONDUCTED AT
310 W. Myrtle
Reedley, CA 93654
Approved 9/11/2025

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY TULARE-KINGS COLLEGE AND CAREER COLLABORATIVE (TKCCC) K-12 STRONG WORKFORCE PROJECT ROUND 7 (SWPR7) AGENCY AGREEMENT**

ATTACHMENTS: **AGENCY AGREEMENT WITH TKCCC K-12 SWP ROUND 7**

FUNDING SOURCE: **N/A**

DISCUSSION: The Director of College and Career requests Board ratification of the Agency Agreement for the Tulare-Kings College and Career Collaborative (TKCCC) K-12 Strong Workforce Project Round 7 Funds (SWPR7) with a work plan titled "Equity, Diversity, and Inclusion in CTE Across the Region" to address the needs of significant student subgroups and existing equity gaps in access, experiences, and completion of coursework and skills aligned with high potential workforce needs and Career Technical Education programs, effective July 1, 2025 through June 30, 2027 in the amount of $72,705.28.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Lisa Castillo, Director of College & Career***

BOARD GOAL:

- [X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [X] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board ratify the TKCCC k-12 SWPR7**

PROPOSED ACTION: **RATIFY**

Item #: 18

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 29, 2025

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

Ms. Yolanda Valdez,

Attached is your Agency Agreement for 2025-2026 from College & Career Readiness Program.

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 Cutler Orosi Joint Unified School District.)

DISTRICT will plan and implement the Tulare-Kings College & Career Collaborative (TKCCC) K12 Strong Workforce Project Round 7 (SWP7) with SUPERINTENDENT and the K12 SWP7 partners as outlined and agreed upon in the K12 SWP7 workplan titled "Equity, Diversity, and Inclusion in CTE Across the Region" (EXHIBIT A - part 2).

1.1 DISTRICT agrees and acknowledges that SUPERINTENDENT shall act as lead LEA of the K12 SWP7 for purposes of applying for, receiving, and administering K12 SWP7 funds allocated to SUPERINTENDENT.

1.2 DISTRICT will sign all grant assurances and comply with all requirements as a grant recipient for the K12 SWP7 funding.

1.3 DISTRICT agrees to contribute cash matching funds for purposes of complying with the K12 SWP7 cash matching funds requirements in order to receive K12 SWP7 Program funding.

1.4 DISTRICT commits to implement the outcomes of the K12 SWP7 for district.

1.5 DISTRICT will participate in Pathway Improvement program data collection and report required data to SUPERINTENDENT in advance of K12 SWP7 deadlines to allow time for review, compilation, signature gathering and submission of forms.

1.6 DISTRICT will commit to attend convenings in order to collaborate and effectively plan for implementation of the K12 SWP7 Plan.

1.7 DISTRICT will identify and provide staff dedicated to act as district leads for the K12 SWP7 who have demonstrated the ability to drive student outcomes and are able to provide the leadership skills essential for program success.

2.RESPONSIBILITIES OF SUPERINTENDENT:

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

SUPERINTENDENT will plan and implement the Tulare-Kings College & Career Collaborative (TKCCC) K12 Strong Workforce Project Round 7 (SWP7) with DISTRICT and the K12 SWP7 partners as outlined and agreed upon in the K12 SWP7 workplan titled "Equity, Diversity, and Inclusion in CTE Across the Region" (EXHIBIT A - part 2).

2.1 SUPERINTENDENT will act as lead LEA of the K12 SWP7 for purposes of applying for, receiving, and administering K12 SWP7 funds allocated to SUPERINTENDENT.

2.2 SUPERINTENDENT, as lead LEA, will submit the necessary plans, application(s), and fiscal claims to the California Community Colleges Chancellor's Office (CCCCO) on behalf of the project partners.

2.3 SUPERINTENDENT will organize and communicate the dates and times of convenings with appropriate audiences pertaining to career exploration with the DISTRICT in order to collaborate and effectively plan for implementation of the K12 SWP7 Plan.

FEE SCHEDULE

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

Invoicing: DISTRICT shall document and track all expenditures and submit requests for payment to SUPERINTENDENT, based on forms and procedures approved by SUPERINTENDENT (Exhibit D) and consistent with the grant budget, on a semi-annual basis, as outlined in the Invoice/Match Report Due Dates Table in Exhibit A - part 1. All K12 SWP7 invoice and match reports must be supported by general ledger and budget reports for the grant funds and cash match expenditures. Resource code 63880 must be used to track grant expenditures. Please see Exhibit C to determine if a cost is allowable or not. In order to distinguish K12 SWP7 expenditures from other K12 SWP grants, it is highly recommended to use the project year field. This will simplify tracking expenditures and producing separate expenditure reports. Any claim submitted cannot exceed the total DISTRICT allocation or approved object code total, based on Exhibit B, without prior approval via a Budget Revision Request.

Budget Revision Requests: DISTRICT may request a revision to the grant agreement that is necessary to enhance the operational efficiency of the K12 SWP7 grant. This includes any changes that may affect the overall budget or a specific budget line (including moving funds between line items and/or cost categories) and/or significant change in goals, objectives, and/or strategies that affect the grant scope. DISTRICT must email the Budget Revision Request to the TCOE K12 SWP7 Lead, completing both the budget revision form and justification form (Exhibit D), with a detailed explanation and justification for the grant revision. Budget Revision Requests may be submitted to the TCOE K12 SWP7 Lead as needed. All requests will be reconciled on a monthly basis, as a consortium, and DISTRICT will be notified once approved. Revisions requesting funds exceeding the DISTRICT allocation will not be approved. Changes to any budget category over 10% of the total award amount per line item must be approved by the Central/Mother Lode Regional Consortium through TCOE's K12 SWP7 Lead. In advance of sending written notification, the DISTRICT is encouraged to contact the TCOE K12 SWP7 Lead to discuss any proposed grant revision. Once a revision request is received, the TCOE K12 SWP7 Lead carefully reviews it taking into consideration the DISTRICT's current and past grant performance, timeliness, and quality of semi-annual claims and performance reports, the circumstances and justification for the change, and the effect on overall grant funds. The DISTRICT should allow sufficient time for the review process (which may also require funding agency approval), keeping in mind that no grant funds may be expended until written notification of the status of the request (approval or denial) is provided by the TCOE K12 SWP7 Lead. Failure to comply could jeopardize claim reimbursement.

Cash Match: DISTRICT shall provide a minimum of 2:1 in cash match. In order to track match expenditures separately, it is highly recommended to use the digits '75' in the Position field of the budget line. Please see Exhibit C to determine allowable and non-allowable sources for match. DISTRICT shall document and track all match expenditures on forms and procedures approved by SUPERINTENDENT and consistent with the grant budget, on a semi-annual basis, as outlined in the Invoice/Match Report Due Dates Table in Exhibit A - part 1.

NOTE: Exhibit C and Exhibit D can be found online at tcoe.org/CollegeandCareer/Grants/SWP

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)	K12 SWP7 Exhibit A_Parts 1 & 2.pdf	203.67KB

Exhibit (B)	Exhibit B_Cutler Orosi_SWP7_Approved Budget.pdf	139.42KB
Exhibit (C)	K12 SWP7 Exhibit C Allowable Expenditures_Match Requirements.pdf	139.98KB
Exhibit (D)	K12 SWP7 Exhibit D_Invoice_Match Report_Budget Revision Forms.pdf	111.43KB

AGENCY AGREEMENT 260430

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

ACCORDINGLY, IT IS AGREED:

1. TERM: This Agreement shall become

effective as	**and shall expire on .**
7/1/2025	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: SUPERINTENDENT** shall pay **DISTRICT** for the actual cost of such services to the extent they are allowable not to exceed the sum of

sum of $ 72,705.28

4. **METHOD OF PAYMENT:**

   a. **DISTRICT must submit itemized invoices to SUPERINTENDENT** for the cost of the services.

   b. **DISTRICT** 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, Superintendent
Cutler 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. Hire

Date 8/29/2025

DISTRICT

Signature Sign

Date 8/29/2025

TCOE Program Information

Contact Person: Therese Arnold

Telephone: 559-739-0314

Department/Program: College and Career

Please return an original copy to:

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

TCOE - K12 SWP7 Invoice and Match Report Instructions

Agency Name:	Input the agency name.
Agency Fiscal Contact:	Input the name of the person TCOE should contact if there are any questions concerning the invoice.
Phone Number/Email:	Input the phone number and email of the person listed as the agency fiscal contact.
Invoice Date:	Input the date the preparer has completed the report.
Report Period:	Input the dates for the quarter period the report (invoice) is covering, such as 7/01/25 to 9/30/25.
Total Invoice Amount:	This will automatically populate based on figures input in the grant funds column for actual expenditures incurred.
Actual Expenditures/Documented Match:	Input the actual expenditures and documented match incurred during the reporting period. The totals column will automatically populate.
Signature/Date:	Have an authorized financial officer sign and date the invoice form.

Important Notes:

* The Invoice and Match report form is to be used to report quarterly activity. Please refer to the agency agreement for report deadlines.
* All expenditures claimed for reimbursement must be clearly supported by a general ledger (or budget or financial activity report). The same applies to cash match expenditures. These reports must be submitted with your signed and dated invoice.
* Completed and signed forms, and all required supporting documentation, should be submitted by regular mail.

K12 SWP 7 Invoice and Match Report
TULARE COUNTY OFFICE OF EDUCATION

Submit to: Therese Arnold
Tulare County Office of Education
6200 S. Mooney Blvd., P.O. Box 5091
Visalia, CA 93278-5091
thereseа@tcoe.org

AGENCY NAME:	
REMIT TO ADDRESS:	INVOICE DATE:
AGENCY FISCAL CONTACT:	REPORT PERIOD:
PHONE NUMBER/EMAIL	TOTAL INVOICE AMOUNT: $ -

OBJECT CATEGORY	DESCRIPTION	ACTUAL EXPENDITURES/DOCUMENTED MATCH		
		GRANT FUNDS	CASH MATCH	TOTAL
1000	CERTIFICATED SALARIES			$ -
2000	CLASSIFIED SALARIES			$ -
3000	EMPLOYEE BENEFITS			$ -
4000	BOOKS & SUPPLIES			$ -
5000	SERVICES & OTHER OPERATING EXPENSES (OTHER THAN TRAVEL)			$ -
5200	TRAVEL & CONFERENCES			$ -
6000	CAPITAL OUTLAY			$ -
TOTAL		$ -	$ -	$ -

AUTHORIZED FINANCIAL OFFICER SIGNATURE: _____ DATE: _____

* Agency shall maintain complete and accurate records with respect to the services rendered and the costs incurred under this agreement for a period of five (5) years following the end of the agreement term.

K12 SWP7 Budget Revision Request Form

TULARE COUNTY OFFICE OF EDUCATION

Submit to: Therese Arnold
Tulare County Office of Education
6200 S. Mooney Blvd., P.O. Box 5091
Visalia, CA 93278-5091
theresea@tcoe.org

DATE:	**BUDGET REVISION REQUEST FOR (CHECK ONE BOX ONLY):**
AGENCY NAME:	GRANT FUNDS ☐ CASH MATCH ☐ IN-KIND MATCH ☐
AGENCY FISCAL CONTACT:	**GRANT PERIOD (CHECK ONE BOX ONLY):**
PHONE NUMBER:	YEAR 1 ☐ Jan 2025-June 2025 YEAR 2 ☐ July 2025-June 2026 YEAR 3 ☐ July 2026-June 2027
EMAIL:	*Please complete the budget justification form with a detailed explanation of the proposed revision.

OBJECT CATEGORY	DESCRIPTION	APPROVED BUDGET	INCREASE	(DECREASE)	PROPOSED ADJUSTED BALANCE
1000	CERTIFICATED SALARIES	-	-	-	$ -
2000	CLASSIFIED SALARIES	-	-	-	$ -
3000	EMPLOYEE BENEFITS	-	-	-	$ -
4000	BOOKS & SUPPLIES	-	-	-	$ -
5000	SERVICES & OTHER OPERATING EXPENSES (OTHER THAN TRAVEL)	-	-	-	$ -
5200	TRAVEL & CONFERENCES	-	-	-	$ -
6000	CAPITAL OUTLAY	-	-	-	$ -
TOTAL		$ -	$ -	$ -	$ -

AUTHORIZED FINANCIAL OFFICER SIGNATURE: _____ DATE: _____

FOR TCOE USE ONLY

APPROVED BY: _____ **DATE:** _____

K12 SWP 7 Budget Justification Form

TULARE COUNTY OFFICE OF EDUCATION

AGENCY NAME:	

OBJECT CATEGORY	DESCRIPTION	JUSTIFICATION Explain which strategy of the grant is being impacted and why.
1000	CERTIFICATED SALARIES	
2000	CLASSIFIED SALARIES	
3000	EMPLOYEE BENEFITS	
4000	BOOKS & SUPPLIES	
5000	SERVICES & OTHER OPERATING EXPENSES (OTHER THAN TRAVEL)	
5200	TRAVEL & CONFERENCES	
6000	CAPITAL OUTLAY	

OTHER COMMENTS:	

COMPLETED BY: _____ DATE: _____

Strong Workforce 7
Equity, Diversity and Inclusion in CTE Across the Region

GUIDELINES, DEFINITIONS, AND ALLOWABLE EXPENDITURES

A. DETERMINING IF A COST IS ALLOWABLE

All allowable costs must meet three primary criteria: (1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations; (2) The cost must be allocable to the funding source activities; and (3) The cost must not be a general expense required to carry out the grantee overall responsibilities (not supplanting). However, even if the costs meet the prior three criteria, the costs must be approved within the statement of work/budget of the individual fiscal agent; otherwise, they are not allowable within that year without changes to the statement of work/budget. In addition, the Regional Consortium has the discretion to impose special conditions beyond the funding source that would also determine allowability of cost.

While the proposed cost is allowable under the funding source, is it also reasonable?

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Systems that can guide this definition are necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

What are the guidelines of allocable?

Allocable is defined by the dictionary as capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a Project Director works 80% on the funded program (only 80% of the salary and benefits can be charged in the grant application). Beyond this definition, allocable also means that the cost must be related to the statement of work/budget that has been approved by the Consortium.

What is supplanting?

Strong Workforce K12 funds must supplement and not supplant state or local funds. Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. Strong Workforce K12 funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without Strong Workforce K12 dollars. You must be able to demonstrate that Strong Workforce K12 funds are added to the amount of state and local funds that would, in absence of Strong Workforce K12 funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use grant funds to provide extra goods, services, materials, staff coordination positions, etc. that would not otherwise be purchased with state, local, or other non-Strong Workforce K12 funds.

Allowable General Costs

There are permissible activities within K12 Strong Workforce Program funds. In addition, there are criteria for what can be funded while doing those activities. The following table is a synopsis of rules to determine allowability of costs. (Title 2 Code of Federal Regulations (2 CFR Parts 215 and 220)).

Table 8. Allowable and Non-Allowable Activities and Costs

Allowable	Allowable with Prior Approval	Unallowable
		Advertising and Public Relations
		Alcoholic Beverages
		Alumni Activities
		Audit Costs
		Bad Debts
		Commencement and Convocation Costs
	Communication Costs (telephone, telegrams, postage, messenger)	
Compensation for Personnel Services (salary, wages, fringe benefits)		

Allowable	Allowable with Prior Approval	Unallowable
		Contingencies
		Contributions or Donations Given or Paid Out (cash, property, services)
		Entertainment Costs[1]
Equipment[2] (low value assets with a value greater than $250 - $4,999)		Equipment[2]
		Fines and Penalties[3]
		Fundraising and Investment Costs
		Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.)[4]
		Goods & Services for Personal Use
		Improvements[5]
Indirect or Administrative Expenditures *(rate approved by the Chancellor's Office)*		
		Lobbying
		Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored agreement)		
Meetings and Conferences[6]		
	Memberships[7]	
Professional and Consultant Services		

Allowable	Allowable with Prior Approval	Unallowable
		Proposal Costs
Publication and Printing Costs (printing and publication costs related only to funded project activities)		
Maintenance & Repair Costs[8] (keeping in efficient operating condition)		Maintenance & Repair Costs[8] (construction, remodeling, increasing value)
		Student Expenses, Activities or Direct Services
		Selling and Marketing[9]
Travel[10]	Out-of-State Travel[10]	Out-of-Country Travel[10]

[1] **Entertainment Costs:** Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

[2] **Equipment:** For the purposes of the K-12 SWP, equipment includes low value assets of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of the capitalization level established by the institution for financial statement purpose. **Equipment with a value higher $5,000 must obtain prior approval before purchase from the Regional Consortia.** Any equipment requested within the K12 SWP grant will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability.

- ***General Purpose Equipment*** – General purpose equipment furnishings, modular offices, telephone, networks, information technology equipment systems, air conditioning equipment, reproduction and printing equipment, motor vehicles, etc. are unallowable unless the awarding agency approves them in advance.

[3] **Fines and Penalties:** Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.

[4] **Gifts of Public Funds:** If it looks like a gift, it is. You are not allowed to purchase pencils, pens, mouse pads, t-shirts, etc. and give them out (under the marketing banner). This would still be considered a gift of public funds. Awards and honorarium would also be considered a gift of public funds and not allowed.

[5] **Improvements:** Improvements for land, buildings, or equipment that materially increases their value or useful life are unallowable as a direct cost.

[6] **Meetings and Conferences:** Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information or leadership, CTE competitions, CTSO opportunities (and the like) for students, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental to such meetings or conferences. Be aware not to cross over into entertainment costs. Must obtain prior approval from the Regional Consortium.

> **NOTE:** Food is only allowed at meetings/conferences that require a working breakfast, lunch, or dinner and disseminate technical information to participants. The meeting must have an agenda that shows a working meal; must have a sign-in sheet for participants; and cannot go over the fiscal agent's per diem guidelines for food purchases.

[7] **Memberships:** Only institutional memberships are allowed (not individual memberships). If the K12 SWP applicant requests any (institutional) membership costs, the application must justify why the statement of work cannot be accomplished without paying for such membership(s). Grantee must demonstrate how they will sustain the membership beyond the term of the grant. Business, technical, and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

[8] **Maintenance and Repairs:** Activities such as construction and remodeling, which increase the value of an asset or appreciably extend its useful life, are not allowed unless authorized by the funding source. Maintenance of equipment that neither adds to the permanent value of the property nor appreciably prolongs its intended life, but keeps it in an efficient operating condition, is allowable.

[9] **Selling and Marketing:** Cost of selling and marketing any products or services of the institution are unallowable.

[10] **Travel:** Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the grant. Such costs will be based on the fiscal agent's per diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do

not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

OUT-OF-STATE TRAVEL: Out-of-state travel will be closely scrutinized and must be disclosed in the Budget summary. After the application is fully executed, any further out- of-state travel requires prior approval of the Regional Consortia by submitting the necessary (as determined by the Regional Consortia) documentation for approval. The Regional Consortium reserve the right to limit out-of-state travel.

OUT-OF-COUNTRY TRAVEL: Out-of-country travel will not be allowable via this funding source.

Cost must be necessary, reasonable, allocable, and not supplanting, and any additional cost restrictions listed in the RFA would supersede allowable costs within this summary.

Strong Workforce 7
Equity, Diversity and Inclusion in CTE Across the Region

MATCH REQUIREMENTS

a) Proportional Dollar Match

Match funds are required and intended to incentivize K–12 institutions and community colleges to invest from their base budgets in the development, support, and expansion of K–14 CTE programs aligned with the workforce needs of California's regional economies. K12 SWP funds are intended to supplement, not supplant base budgets.

Per Education Code, Sections 88828, (c)(1)(A)(B), any K12 SWP funds awarded, the grantee is required to provide a proportional dollar match as follows:

- For ROCPs operated either by a joint powers authority or by a county office of education, one dollar ($1) for every one dollar ($1) awarded. The ROCP needs to be the Lead Agency on the application.
- For all other LEAs, two dollars ($2) for every one dollar ($1) awarded.

b) Acceptable and Unacceptable Financial Match Sources

Financial match must directly support and benefit the project proposed in the grant.

The match may include funding from the following sources:

- School district and charter school LCFF apportionments.
- Perkins V (Strengthening Career and Technical Education for the 21st Century Act), or its successor.
- Partnership Academies Program.
- Agricultural Career Technical Education Incentive Grant.
- Community College Strong Workforce Program (SWP) that directly serves K–12 pupils (i.e., dual enrollment, early college credit).
- California Adult Education Programs (CAEP)
- Business, industry, philanthropic sources that will directly support the program.
- Dual Enrollment Opportunity Grants
- Any other source, except those described below.

The match may NOT include funding from any of the following:

- California Career Technical Education Incentive Grant Program (CTEIG).
- Career Technical Education Facilities Program Grant.
- Public School Facilities Bond (Proposition 51).
- The same local match that is being used for a California Career Technical Education Incentive Grant.
- The same local match that is being used for another concurrent K12 SWP grant/application.

K12SWP 7 Budget Narrative

Cutler Orosi

Allocation

$ 72,705.28

Object Code 1000 (Certificated Salaries)						
Expenditure Description	Match Source	Match Amount (2:1)	FY1	FY2	FY3	
Classified Salaries to support WBL	LCAP					
Substitute Pay for teachers to attend PD, CTSO events, and WBL Activities/events			$2,000.00	$3,625.00	$3,625.00	
Auxiliary Time for Teachers to Plan CBI Units of Study, WBL and PLC Interventions						
Lisa Castillo; Director @ 30%	LCAP	$137,900.00				TOTAL 1000s BUDGET
		$137,900.00	$2,000.00	$3,625.00	$3,625.00	$9,250.00

Object Code 2000 (Classified Salaries)						
Expenditure Description	Match Source	Match Amount (2:1)	FY1	FY2	FY3	
Classified Salaries to support WBL (Work Based Learning Specialist and College and Career Secretary)	LCAP	$82,242.00				
						TOTAL 2000s BUDGET
		$82,242.00	$0.00	$0.00	$0.00	$0.00

Object Code 3000 (Employee Benefits)						
Expenditure Description	Match Source	Match Amount (2:1)	FY1	FY2	FY3	
H&W Benefits associated with Certificated Salaries			$1,000.00	$2,000	$2,000	
Lisa Castillo; Director Benefits @ 30%	LCAP	$46,500.00				
Workforce Development benefits	LCAP	$32,715.00				
College & Career Secretary	LCAP	$25,450.00				TOTAL 3000s BUDGET
		$104,665.00	$1,000.00	$2,000.00	$2,000.00	$5,000.00

Object Code 4000 (Books and Supplies)						
Expenditure Description	Match Source	Match Amount (2:1)	FY1	FY2	FY3	
Curriculum and Instruction Materials for PBL Units of Study, student projects etc to support all CTE Pathway Programs and enhance student learning			$9,455.28	$10,000.00	$10,000.00	
Equipment			$5,500.00	$0.00		
						TOTAL 4000s BUDGET
		$0.00	$14,955.28	$10,000.00	$10,000.00	$34,955.28

Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)						
Expenditure Description	Match Source	Match Amount (2:1)	FY1	FY2	FY3	
Funds will be used to cover operating expenses including travel for conferences and leadership development opportunities for students/teachers. Also for teacher conferences, registration				$2,000.00	$2,000.00	
Charter Bus Transportation Expenses (58000)			$2,500.00	$2,500.00	$2,500.00	
Local Transportation (57103)			$2,000.00	$2,000	$2,000	TOTAL 5000s BUDGET
Contracting Services (58000)			$1,000.00	$1,000	$1,000	
		$0.00	$5,500.00	$7,500.00	$7,500.00	$20,500.00

Object Code 6000 (Capital Outlay)						
Expenditure Description	Match Source	Match Amount (2:1)	FY1	FY2	FY3	
						TOTAL 6000s BUDGET
		$0.00	$0.00	$0.00	$0.00	$0.00

Object Code 7000 (Indirect Cost) MAX 4% ALLOWED						
Expenditure Description	Match Source	Match Amount (2:1)	FY1	FY2	FY3	
4% Indirect Costs			$1,000.00	$1,000.00	$1,000.00	TOTAL 7000s BUDGET
		$0.00	$1,000.00	$1,000.00	$1,000.00	$3,000.00

TOTALS		$334,807.00	$24,455.28	$24,125.00	$24,125.00	$72,705.28

$345,810.44

Difference -$199,208.44

$72,705.28 YOUR GRANT AMOUNT

$0.00

4. Completion Gaps: College and Career Readiness indicators reveal that certain subgroups, such as African American, Native American, and English Learners, have disproportionately lower graduation and career pathway completion rates. In contrast, White and Asian students have higher completion rates, underscoring the need for more targeted support for underrepresented groups (Ed-Data).

These trends underscore the need for tailored support for underrepresented groups to support underrepresented student populations in accessing and completing CTE-aligned coursework, ensuring they have equitable access to necessary resources to be successful in CTE programs.

Project Objectives

A. Identify measurable outcomes for this project that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities.

To effectively measure the outcomes of the project that aligns career pathways and programs to community college programs, while leading to high-wage, high-demand career opportunities, the following measurable outcomes can be established:

- Enrollment tracking of underrepresented student groups in CTE programs
- Increase enrollment of underrepresented student groups
- Improve retention rates of students within CTE pathways from enrollment to completion
- Identifying points of dropout and implementing support mechanisms
- Increase the number of students earning certifications, credentials, or completing internships in high-demand industries
- Curriculum alignment with workforce needs
- Increase female and minority representation in non-traditional high-demand fields
- Externship opportunities for participating high school teachers
- Industry tours and collaboration
- Professional development opportunities for teachers
- Established a community of practice
- Updated programs of study
- Annual Jump Start programs
- Teacher upskilling with a focus on Artificial Intelligence and the use of Virtual Reality equipment to ensure they are equipped with the knowledge and skills to support all students, particularly those from historically marginalized backgrounds

B. Describe the efforts your project will include that will close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionally impacted students. Include student services that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring , mentoring by professionals and work-based learning.

To address the equity gaps in access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students, our project will implement a multi-faceted approach designed to improve outreach and foster an inclusive environment. By implementing these efforts, we aim to increase enrollment and completion rates of disproportionately

EXHIBIT A - Part 1

Invoice & Match Report Due Dates (Table)

Invoice & Match Report due dates:

Fiscal Year 1: January 1, 2025 - June 30, 2025		
Quarter	**Period of Expenses Incurred**	**Invoice Due Date**
Quarter 4	January 1 - June 30, 2025	N/A (Funds were not disbursed in time to begin spending in FY1, will be rolled over to FY2)
Fiscal Year 2: July 1, 2025 – June 30, 2026		
Quarter	**Period of Expenses Incurred**	**Invoice Due Date**
Quarter 2	July 1 – December 31, 2025	January 9, 2026
Quarter 4	Jan 1 – June 30, 2026	July 10, 2026
Fiscal Year 3: July 1, 2026 – June 30, 2027		
Quarter	**Period of Expenses Incurred**	**Invoice Due Date**
Quarter 2	July 1 – December 31, 2026	January 8, 2027
Quarter 4	January 1 – June 30, 2027	July 9, 2027

Problem Statement

A. Using your region's Strong Workforce Program Regional Plan and your region's Labor Market Information, explain the problem this proposed grant project is trying to solve.

The Tulare County Office of Education (TCOE) has a longstanding commitment to career technical education (CTE) and college-career development. For over a decade, TCOE has led the Tulare Kings College and Career Collaborative (TKCCC), which includes 14 school districts,4 community colleges, 2 county education offices, 2 universities, 2 workforce development organizations, and numerous industry partners. Through competitive grants, philanthropic funding, and annual opportunities, TCOE has expanded student opportunities, particularly in high-demand, high-wage industries such as agriculture, manufacturing, healthcare, and education. These efforts include dual enrollment, work-based learning, and developing high-quality pathways in the region.

Currently, TCOE is leading a teacher upskilling project funded by the Strong Workforce Project. Despite successes, challenges remain, particularly in recruiting and retaining underrepresented student groups, such as socio-economically disadvantaged students, students of color, female students in nontraditional fields, and students with disabilities. For instance, only 3% of students in Central Valley Mother Lode K12SWP projects (Rounds 1-3) were students with disabilities. Although 45% of CTE participants in the region are socio-economically disadvantaged, only 3-18% complete high-wage, high-demand pathways. This gap is most prominent in sectors like manufacturing and construction, critical industries in the region.

Additionally, educational attainment for students of color remains low: only 8% of Hispanics, 10% of African Americans, and 12% of Native Americans complete associate degrees. These programs are crucial for accessing high-wage jobs in the Central Valley Mother Lode (CVML) region. Recruiting and educating students of color for these growing industries is essential, as large employers like Amazon, Ace Hardware, and Leprino Foods establish operations in the area. The region's healthcare and education sectors also face staffing shortages, with hospitals, clinics, and schools needing certified professionals. Addressing these disparities is vital for meeting the region's workforce needs.

Ensuring equity in CTE programs is crucial to closing these gaps and providing all students, regardless of background or demographic, with the opportunity to access and succeed in high-demand, high-wage career pathways, thereby creating a more inclusive and skilled workforce.

B. Identify the sector/industry challenges or needs this proposed grant project will address with the local/regional sector/industry data that supports the stated challenges or needs, including information about the wage rate and demand for skilled workers.

This grant aims to address key challenges related to diversity, equity, and inclusion (DEI) in CTE pathways within the Central Valley Mother Lode region by focusing on recruitment and engagement strategies to connect and retain diverse student

populations in high-demand, high-wage CTE pathways. By addressing educational disparities and promoting non-traditional career paths, the project will help create a skilled workforce capable of meeting the needs of key industries, supporting economic growth and stability in the region.

The project targets key disparities, including the underrepresentation of students with disabilities (only 3% participation), low completion rates for socioeconomically disadvantaged students (3-18%), and stark gender imbalances in advanced manufacturing (0 female completions vs. 90 male). Additionally, low educational attainment among Hispanic, African-American, and Native American students (8%, 10%, and 12%, respectively) limits access to high-wage jobs, exacerbating the region's skills gap.

The CVML region is experiencing significant growth in sectors requiring a technically skilled workforce. The Visalia Industrial Project, for example, will create over 4,000 jobs upon completion. Manufacturing, already employing 11,000 workers in Tulare County, is expected to grow further. However, these industries face a shortage of qualified workers due to current educational outcomes that are insufficient to meet rising demand.

Wage and Demand for Skilled Workers: Many high-wage careers in sectors such as advanced manufacturing are underpopulated by women and minority groups. Women pursuing these non-traditional careers could earn 20-30% more than in traditional roles, but gender disparities and limited participation hinder the region's ability to fill skilled positions. The grant will invest in DEI-focused instructional practices to create more inclusive learning environments and improve student engagement by integrating hands-on learning, and artificial intelligence into the curriculum, the project will prepare students for high-demand careers. Stronger partnerships with local industries will enhance career pathways and promote greater awareness of high-wage opportunities.

C. Identify the need or opportunity to create alignment with your Community College partner(s) that this K12 SWP project will address.

This project creates a vital opportunity to align secondary schools and community college partners to address the need for better recruitment and retention strategies for underrepresented students in CTE pathways. Focusing on socio-economically disadvantaged students, students of color, those in nontraditional fields, and students with disabilities is crucial for equitable access to high-wage careers. Low completion rates among Hispanic (8%), African-American (10%), and Native American (12%) populations contribute to a regional skill gap, limiting access to high-demand jobs.

Key Areas for Alignment:

1. Targeted Recruitment Initiatives: Disparities exist in CTE participation, particularly among females in industrial fields and students with disabilities. Joint efforts between high schools and community colleges, including outreach campaigns, workshops, and partnerships with community organizations, will foster greater interest in non-traditional fields.

2. Dual Enrollment & Pathway Development: Strengthening dual enrollment programs will ease high school to college transitions, reduce barriers, and enable students to earn relevant credentials early, especially in high-demand sectors.

3. Support Services: Establishing tutoring, counseling, and wraparound services for marginalized students will ensure

smoother transitions and long-term success in both educational and career pathways.

4. Curriculum Alignment: Collaboration between high schools and community colleges on curriculum development will ensure courses match industry needs, particularly those of the Central Valley Mother Lode region, preparing students for the current job market.

5. Professional Development for Educators: Training educators on inclusivity and AI integration in CTE will help address the challenges faced by marginalized students, ensuring they benefit from new technological advancements.

6. AI Integration in CTE Programs: Including artificial intelligence in CTE curricula is essential to prepare students for rapidly evolving industries. Professional development focused on AI tools and concepts will help educators equip students with relevant skills, particularly those from underrepresented backgrounds, ensuring they are prepared for future technological Advancements.

By aligning these efforts, the project will enhance opportunities for underrepresented students while addressing workforce needs in Tulare and Kings counties.

D. Provide data that identifies equity gaps on how student subgroups (e.g ., race, gender, socioeconomics, unduplicated) access, experience opportunities, and complete high school coursework that are aligned to high-potential CTE programs at disproportionate rates. Specifically, include evidence from demographic, enrollment and complet ion data to substantiate the targeted student population to be served.

Data from the California School Dashboard highlights equity gaps in Tulare and Kings counties regarding access, experience, and completion of high school coursework aligned with high-potential CTE programs.

1. Demographic Gaps: The student body in both counties is largely composed of Hispanic/Latino students, making up over 70% of the population. More than 75% of students in these counties are considered socioeconomically disadvantaged. These demographics directly impact their educational outcomes, including access to CTE opportunities (CASchoolDashboard) (Ed-Data).

2. Enrollment and Access Gaps: English Learners and students with disabilities in these counties consistently face barriers to academic achievement and postsecondary readiness. These subgroups, along with socioeconomically disadvantaged students, experience lower rates of participation in rigorous courses and higher rates of chronic absenteeism. This highlights disparities in accessing career-aligned educational pathways(Ed-Data).

3. AI and Technology Awareness: Supporting evidence from a recent PEW study also shows digital literacy and awareness gaps along racial and socioeconomic lines. While 72% of white teens had heard of ChatGPT, only 56% of Black teens were aware of it. Income also plays a role: 75% of teens in households earning $75,000 or more knew about ChatGPT, compared to only 41% of teens from households earning less than $30,000. This highlights a critical gap in exposure to emerging technologies, such as AI, among underrepresented students.

impacted students in high-skill/high-wage CTE programs. This initiative will not only enhance equity in education but will also contribute to the skilled workforce needed in our region's growing industries. Ultimately, we seek to empower students from diverse backgrounds to achieve economic mobility and success in high-demand careers.

- Marketing Campaigns: Utilize social media, newsletters, and district communications to promote success stories of diverse students in education, healthcare, technology and women in non-traditional fields.
- Internships: Expand partnerships with local industries to offer internships and programs specifically designed for underrepresented students. This hands-on experience will help students gain the skills necessary for high-wage jobs.
- Job Shadowing Programs: Implement job shadowing opportunities in collaboration with local employers, allowing students to experience different roles within high-demand sectors, particularly in industries like manufacturing and healthcare.
- Upskilling Training: Leverage the ongoing teacher upskilling project to equip educators with the tools to effectively engage and support diverse learners. Training will focus on culturally responsive teaching strategies and understanding the barriers faced by underrepresented groups.
- Curriculum Diversification: Work with local colleges and industry partners to develop and promote CTE pathways that are inclusive and relevant to the interests of underrepresented students. This includes integrating technology and AI tools and concepts into traditional programs to make them more accessible and appealing. This will help educators equip students with relevant skills, particularly those from underrepresented backgrounds, ensuring they are prepared for future technological advancements.
- Support for Non-Traditional Fields: Actively recruit and support female students in programs such as advanced manufacturing through tailored workshops and support groups that encourage participation and completion.

C. How do your objectives respond to the needs described in the Problem Statement ?

Our objectives are strategically designed to respond to the specific needs outlined in the problem statement regarding the challenges faced by disproportionately impacted student groups in Tulare and Kings counties. The problem statement highlights the low completion rates among socio-economically disadvantaged students and underrepresented groups in CTE pathways, particularly in healthcare, education, technology and manufacturing.

- By implementing targeted outreach initiatives and support services to increase enrollment and retention of these students in highskill/high-wage CTE programs.
- By creating pathways that engage students from diverse backgrounds, we aim to improve completion rates.
- By expanding partnerships with local industries to offer internships and job shadowing experiences specifically for underrepresented groups and provide them with valuable real-world experience to help bridge the gap between education and employment. Specifically targeting female students for non traditional pathways including workshops and job shadow opportunities that highlight successful women in non-traditional careers aims to empower female students to pursue and excel in these fields.
- Teacher upskilling projects to equip educators with culturally responsive teaching strategies will ensure that they are prepared to effectively support all students, particularly those from historically marginalized backgrounds.
- Utilize data analytics to monitor student progress in CTE pathways, allowing for targeted interventions when students are identified as at risk of not completing their programs will help ensure that support is timely and effective.

D. How are your objectives informed by and aligned with the region's Strong Workforce Program Plan and the region's Labor Market Information provided by the region's Centers of Excellence?

Our objectives are closely informed by and aligned with the region's Strong Workforce Program Plan and the Labor Market Information provided by the Centers of Excellence. The Tulare County Office of Education recognizes the critical need for targeted career technical education that meets the evolving demands of our local economy, particularly in high-demand industries such as healthcare, education, technology, agriculture, industrial manufacturing.

High-Demand Industries: Our initiatives prioritize CTE pathways that align with the workforce needs identified in the SWP Plan. By expanding dual enrollment and work-based learning opportunities, we aim to prepare students for immediate employment in sectors highlighted by the Central Valley Mother Lode region's labor market analysis.

We are acutely aware of the disparities in participation and completion rates among socio-economically disadvantaged students, students of color, and female students in non-traditional pathways. Our objectives include targeted outreach and support to improve recruitment and retention of these groups, ensuring equitable access to high-quality CTE programs. The LMI data provided by the Centers of Excellence informs our strategic planning by highlighting skill gaps and labor shortages in critical sectors. For instance, the significant underrepresentation of women in advanced manufacturing programs drives our commitment to promoting these fields to female students, which is essential for closing the skills gap and meeting industry demands.

Our collaborative approach through the Tulare Kings College and Collaborative (TKCCC) allows us to engage with local industry partners, ensuring that our CTE programs are relevant and responsive to workforce needs. By working closely with local employers and healthcare providers, we can tailor our curricula and training programs to match the skills required in the marketplace.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE THE MEMORANDUM OF UNDERSTANDING (MOU): PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)**

ATTACHMENTS: **MOU PIQE**

FUNDING SOURCE: **MITSUOKA**

DISCUSSION: The Director of College and Career requests Board approval of the services acceptance Memorandum of Understanding with the Parent Institute for Quality Education (PIQE) to provide a four-week series of Bridge to College Program for parents and students to support the transition from high school to college/university setting. Services provided by PIQE staff will include curricular materials, recruitment efforts via one-to-one phone calls and collaboration with site administration and community coordinator for facilities set up and organization.

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 and meet the needs for all students in a safe supportive environment.**
- [X] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the MOU: PIQE**

PROPOSED ACTION: **APPROVE**

Item #: 19

SERVICES ACCEPTANCE MEMORANDUM OF UNDERSTANDING

To: Lisa Castillo, K12 District Director of College and Career

From: Gabriela Rios, Executive Director

Date: June 26, 2025

NOW, THEREFORE, in consideration of the recitals and mutual obligations of the parties herein expressed, The Parent Institute for Quality Education (PIQE) and **Orosi High School** agree as follows:

RECITALS

A. **Scope of Services:** PIQE will provide its **Bridge to College Program** for the parents/guardians of the students enrolled in the school above mentioned. PIQE will recruit parents by phone, provide weekly training sessions, certificates will be provided to parents who attend 2 or more of the 4 sessions. This program is focused on supporting students and families in the transition from high school to a college/university setting.

B. Time of Class: **TBD**

C. Type of Class: **TBD**

In Person: Morning or Evening - PIQE will offer a class in the (morning, evening, both) starting with the Orientation through Graduation ceremony.

Virtual – PIQE will offer online through the Zoom platform during the evenings starting with the Orientation and finishing with a Graduation ceremony.

Hybrid – PIQE will offer online through the Zoom platform from Orientation through week six, Principal Dialogue and Graduation ceremony will be in person.

D. Session Dates: Bridge to College: **October 29, 2025 – November 19, 2025- 11th grade**

E. Compensation: a flat fee of **$8,000**. The minimum number of parents to open a class in any language is 15.

Parent Institute for Quality Education
2405 East Plaza Blvd., National City, CA 91950
Telephone: 619.420.4499
www.piqe.org

© PIQE 2022

F. Cancellation: A class that does not have the minimum number of parents needed to keep the class open might be cancelled by mutual agreement on or before class #3; no classes can be cancelled on or after class #4 in case this happens, the school would have to pay the cost of the agreed class referred in the compensation described above.

G. Location: **TBD**

School funding: Mitsuoka Grant (BTC)

In addition, where the PIQE program is provided in person, the school will make childcare arrangements to have it available to families as well as provide refreshments to the parents.

Copyright Protections: PIQE owns all products and all content in the program(s), including without limitation the information, materials, text, graphics, protocols and the selection and organization thereof ("content"). The content is protected by copyright laws of the United States and other countries and may not be used, copied, distributed, displayed, modified, reproduced, published, posted or reverse engineered in whole or in part without the prior written permission of PIQE. ***Initials:*** ___

I accept these services at **Orosi High School** under the terms and conditions noted.

Lisa Castillo, Date
K12 District Director of College and Career

Parent Institute Representative:

Gabriela Rios, Executive Director, PIQE

Parent Institute for Quality Education
2405 East Plaza Blvd., National City, CA 91950
Telephone: 619.420.4499
www.piqe.org

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN FRESNO PACIFIC UNIVERSITY AND CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT**

ATTACHMENTS: **MEMORANDUM OF UNDERSTANDING**

FUNDING SOURCE: **N/A**

DISCUSSION:

It is requested that the Board approve a Memorandum of Understanding between Fresno Pacific University and the District. The intent of this memorandum of understanding (MOU) is to clarify the roles and responsibilities of the University and the District with respect to collaboratively supporting Student Teachers pursuing a Multiple Subject, Single Subject, Mild Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education Preliminary Teaching Credential.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent*

BOARD GOAL:

- ☐ **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the MOU.**

PROPOSED ACTION: **APPROVE**

Item #: 20

FRESNO PACIFIC UNIVERSITY

SCHOOL OF EDUCATION
AGREEMENT BETWEEN

FRESNO PACIFIC UNIVERSITY
DIVISION OF TEACHER PREPARATION
&
Cutler-Joint Unified School District, Cutler-Orosi Califonia

THIS AGREEMENT entered into on 8. 26, 2025 by and between Fresno Pacific University, hereinafter called the University, and Culter-Joint Unified School District, in Cutler-Orosi, California, hereinafter called the District.

It is mutually agreed between the parties hereto, as follows:
The intent of this memorandum of understanding (MOU) is to clarify the roles and responsibilities of the University and the District with respect to collaboratively supporting Student Teachers pursuing a Multiple Subject, Single Subject, Mild Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education Preliminary Teaching Credential.

"Student Teaching" as used herein and elsewhere in this MOU, refers to the active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the University and employees of the District who hold valid credentials issued by the Commission on Teacher Credentialing (CTC) authorizing them to serve as classroom teachers in the school in which the Student Teaching is provided.

I.

The University and the Participating District will:

A. The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.
B. The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with PreK-12 students in California public school classrooms.
C. Support the selection of clinical sites (schools) that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity. Clinical sites should have a fully qualified site administrator.
D. Support the selection of clinical sites (schools) for Educational Specialist Student Teachers that demonstrate the full diversity of grades/ages, federal disability categories, and the continuum of special education services outlined in the specific credential authorization.
E. Support candidates enrolled in the following credential programs Multiple Subject (MS), Mild Moderate Support Needs (MMSN), Extensive Support Needs (ESN), and Early Childhood

FRESNO PACIFIC UNIVERSITY

Special Education (ECSE) to take and pass the Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

i. Foundational literacy skills include print concepts, phonological awareness, phonics and word recognition, and fluency using evidence-based practices for all students, including English learners, students with reading difficulties, and those with exceptional needs.
ii. Standard 7: Effective Literacy Instruction for All Students and the Literacy Performance Assessment, emphasizes five cross-cutting themes critical to literacy development: Foundational Skills, Meaning Making, Language Development, Effective Expression, Content Knowledge.

F. Support the selection of clinical sites (schools) that facilitate practice in the specific and specialized literacy-focused competencies appropriate to their credential, which include:
   i. Observe and practice the strategies included in the California Dyslexia Guidelines, such as screening and intervention services with a designated professional on site. (TPE 7.2)
   ii. Engage students in complex literary and informational texts to develop students' inferential comprehension and higher-order reasoning and perspective taking (TPE 7.6).
   iii. Promote students' oral and written academic language development by attending to vocabulary knowledge and use, grammatical structures and discourse-level understanding as students read, listen, speak and write. (TPE 7.7)
   iv. Develop students' ability to effectively express ideas through oral and written communication with attention to language conventions (TPE 7.8)
   v. Learn about, and as practicable, observe how schools/teachers use screening and diagnostic techniques that inform instructional decision making as well as guide early intervention techniques. (TPE 7.10)
G. Facilitate the selection of Mentor Teachers for all Student Teachers. Mentor Teachers must hold a Clear Credential in the content area for which they are providing support to the Student Teacher and have a minimum of three years teaching experience. The Mentor Teacher must have demonstrated exemplary teaching practices as determined by the district.
H. Ensure the Student Teacher can record their teaching with PreK-12 students and that the school or district where the Student Teacher is placed has an adopted recording policy.

The Participating District will:

A. Provide Student Teachers with adequate time in the classroom and support to complete student teaching requirements as defined by their credential program.
B. Ensure the assigned Mentor Teacher has adequate time to provide five hours (average) per week of support and guidance to the Student Teacher.
C. Be able to, after consultation with the University, refuse to continue student teaching placement for Student Teachers who are not performing satisfactorily.

The University will:

A. Provide Student Teachers with sufficient guidance and support to meet the requirements of their credential programs.
B. Select and assign University Mentors who are credentialed or who have equivalent experience in educator preparation. University Mentors should be experts in the content area of the Student Teacher being supported. They should have recent professional experience in school settings

where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student population.

C. Provide University Mentors with an orientation to the program's expectations and ensure that mentors are knowledgeable about the program curriculum and assessments, including the Teaching Performance Expectations (TPEs) and the California Teaching Performance Assessment (CalTPA). In addition, mentors will maintain current knowledge of effective supervision approaches such as (but not limited to) cognitive coaching, adult learning theory, and current content-specific pedagogy, and instructional practices.
D. Confirm that a Mentor Teacher has been assigned and ensure they remain current in the knowledge and skills for candidate supervision and program expectations. The professional development training topics include (but are not limited to) an initial orientation to the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy, and instructional practices.
E. Compensate the Mentor Teacher in the form of a tuition waiver (1 unit per semester when supporting an Initial Student Teacher and 3 units per semester when supporting a Final Student Teacher). Tuition Waivers can be used towards either graduate or professional development coursework at the University.
F. Communicate to the District, at the beginning of each fall and spring semester, a disclosure of the student teacher(s) supported by the University and the University Mentor providing support to the student teacher(s).

The Student Teacher will:

A. Meet all requirements as outlined by their credential program to qualify to serve as Student Teacher.
B. Meet the legal, ethical, and other professional standards expected of Student Teachers.
C. Prioritize course and student teaching attendance and completion of other credential program requirements.
D. Demonstrate teaching competency as defined in the TPEs and evaluated through the program's assessment system.

II.

Worker's Compensation Coverage. Practicum students are volunteers of the District and not entitled to the District's Worker's Compensation coverage. The University will provide Worker's Compensation coverage to practicum students for injury or disease arising out of their use of the District's facility while participating in the University's program.

Interns who are contracted employees of the District will be covered by the District's Worker's Compensation coverage.

Liability Insurance. University and the District shall maintain in full force and effect, at all times during the term of this Agreement, the following liability insurance:

1. Commercial General Liability Insurance including, but not limited to, personal injury (including bodily injury and death), and property damage for liability arising out of each of their intern/practicum student's performance under the Agreement. Coverage shall include Abuse or Molestation Liability. Said insurance coverage shall be no less than ONE MILLION DOLLARS ($1,000,000) per occurrence and THREE MILLION DOLLARS ($3,000,000) aggregate.

FRESNO PACIFIC UNIVERSITY

2. Professional Liability (Errors and Omissions) Insurance for liability arising out of, or in connection with, each of their intern/practicum student's performance under this Agreement. Coverage shall be no less than ONE MILLION DOLLARS ($1,000,000) per each wrongful act or offense and THREE MILLION DOLLARS ($3,000,000) aggregate.

At the request of the District, the University shall deliver all required certificates of insurance to the District. The certificates shall make reference to all provisions and endorsements referred to in this section and shall be signed on behalf of the insurer by its authorized representative.

III.

This assignment of a student of the University to Internship and practicum experiences in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the University the preliminary Certificate of Clearance (or other state-mandated clearance) and to the District the assignment sheet issued by the University.

IV.

Each party shall be responsible for the negligence of its own employees. Liability is limited by the California Commission on Teaching Credentialing and all other applicable laws. For purposes of this paragraph, the actions of an Intern or practicum student, while acting within the legitimate scope of their authority, shall be deemed to be the actions of the University.

V.

Discrimination Clause: The University and the District agree to abide by the requirements of the following as applicable: Title VI of the Civil Rights Act of 1964 and Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246 as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Fair Housing Act of 1968 as amended; and the District agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

The University and the District agree not to discriminate in their respective employment practices and will render services under this contract without regard to age, race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by the University or the District or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

Non-Discrimination: District agrees to: (1) immediately report to the University's Title IX Coordinator any allegation that a student of Fresno Pacific University has been discriminated against or harassed, or that the student has discriminated or harassed others; and (2) to cooperate with investigation and adjudication procedures in the Unlawful Discrimination/Harassment Policy & Procedures, as those they may change from time to time.

VI.

HIPAA and HITECH

1. To the extent that District is a facility that is subject to the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Health Information Technology for Economic and Clinical Health Act ("HITECH"), the Parties agree as set forth below in this section 8. If District is not Subject to HIPAA and/or HITECH, then this section shall not apply.

FRESNO PACIFIC UNIVERSITY

a. Compliance at Site. That University's students and faculty are part of District's workforce for purposes of HIPAA and HITECH only when at the District. Accordingly, all faculty and students of University must comply with the District's policies and procedures regarding the use, disclosure or creation of protected health information ("PHI") or electronic protected health information ("EPHI").
b. Training in HIPAA and HITECH Compliance. University shall provide appropriate general training to its students regarding the requirements for the security and privacy of PHI and EPHI under HIPAA and HITECH, including the survivability of these requirements after the internship concludes. Students shall receive such training prior to their placement at the District. Faculty and students shall also complete any additional training regarding PHI and EPHI required by the District's policies and procedures, as those policies and procedures may change from time to time.
c. Use of PHI and EPHI Outside Site Prohibited. The Parties agree that students assigned to the District will not utilize PHI or EPHI outside of District. Students are prohibited from removing PHI or EPHI from the District's records. Use of PHI or EPHI in the classroom or for research purposes is not permitted. No PHI or EPHI accessed at District will be received, used, stored, transmitted or maintained by University. Any such use will subject the student to discipline under University's applicable procedures and is grounds for removal of the student from participation in the internship with the District.
d. Notice Required If PHI or EPHI Has Been Breached. The Parties agree to notify each other in writing as soon as practicable and in all events no later than 48 hours after either Party obtains knowledge that PHI or EPHI has been used, disclosed, transmitted or otherwise accessed in violation of HIPAA and HITECH.

VII.

Indemnification:

1. University agrees to indemnify, defend, and hold harmless the District and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, and expenses of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from the University's wrongful or negligent act or omissions in performing obligations under this MOU.
2. District agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, and expenses of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from the District's wrongful or negligent acts or omissions in the performance of its obligations contemplated by this MOU.

VIII.

This Agreement will remain in force until the University or District wishes to terminate the agreement. Notwithstanding anything herein contained to the contrary, this Agreement may be terminated and the provisions of this Agreement may be altered, changed, or amended by the mutual consent of the parties hereto.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

FRESNO PACIFIC UNIVERSITY

2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the LEA is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable; that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.
8. There is no mentor stipend as part of this agreement.

FRESNO PACIFIC UNIVERSITY

Fresno Pacific University
1717 S. Chestnut Avenue
Fresno, California 93702

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

_____ <<DATE>>

Teacher Preparation, D Chair

_____ <<DATE>>

Anthony Gardner
Chief Financial Officer

_____ <<DATE>>

<<District Designee Name>>
<<District Designee Title>>

_____ <<DATE>>

<<Optional District Designee #2 Name>>
<<Optional District Designee #2 Title>>

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: CONSENT

AGENDA ITEM: CONTRACTOR PREQUALIFICATION LIST

ATTACHMENTS: NONE

FUNDING SOURCE: N/A

DISCUSSION:

Pursuant to Public Contract Code 20111.6, prior to bidding or submitting a proposal for projects that exceed $1,000,000.00 (one million dollars), school districts must have a list of preapproved contractors. The prequalification application is available on the district website for all interested contractors. The following contractors have complied with the application process and will be added to the list of previously approved contractors.

New England Sheet Metal and Mechanical Co.

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 and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the addition of the above list of contractors.**

PROPOSED ACTION: **APPROVE**

Item #: 21

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **UPDATE BOARD POLICY AND ADMINSITRATIVE REGULATION 0450 COMPREHENSIVE SAFETY PLAN**

ATTACHMENTS: **BOARD POLICY AND ADMINISTRATIVE REGULATION 0450 COMPREHENSIVE SAFETY PLAN**

FUNDING SOURCE: **N/A**

DISCUSSION: Policy and Regulation updated to reflect new law requiring districts to develop a comprehensive school safety plan (CSSP) which includes procedures to identify appropriate refuge shelters for all students and staff for use in the event of an evacuation order and procedures to prepare for active shooters by conducting drills. The plan must also provide instruction to students when in-person instruction is disrupted due to an emergency.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Director of Accountability, Student Services & Categorical Programs.***

BOARD GOAL:

- [X] 1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] 2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] 3. **Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Board Policy and Administrative Regulation 0450 Comprehensive Safety Plan.**

PROPOSED ACTION: **APPROVE**

Item #: 22

Policy 0450: Comprehensive Safety Plan **Status:** DRAFT

Original Adopted Date: 01/12/2017

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

The Superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide CSSP training to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Regulation 0450: Comprehensive Safety Plan **Status:** DRAFT

Original Adopted Date: 01/12/2017

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's

ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

Each CSSP shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
    b. An earthquake emergency procedure system as specified
    c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
    d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the

CSSP, the CSSP shall specify that:

a. The school will not conduct a high-intensity drill, as defined in Education Code 32282

b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill

c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill

12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

14. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose

15. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency. as specified in Education Code 32282

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

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment

4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

7. Annual notification to parents/guardians related to the safe storage of firearms

8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

10. District policy prohibiting the possession of firearms and ammunition on school grounds

11. Measures to prevent or minimize the influence of gangs on campus

12. Procedures for receiving verification from law enforcement when a violent crime has occurred on school

grounds and for promptly notifying parents/guardians and employees of that crime

13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

    Guidelines may include, but are not limited to, the following:

    a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

    b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

    c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

17. Strategies for suicide prevention and intervention

18. District policy and/or plan related to pandemics

19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

20. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

    c. Assignment of staff members responsible for each identified task and procedure

    d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

    e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

    f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

    g. Development of a method for the reporting of violent incidents

    h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

Such training shall include preparation to implement the elements of the CSSP

22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 3515 CAMPUS SECURITY

ATTACHMENTS: BOARD POLICY AND ADMINISTRATIVE REGULATION 3515 CAMPUS SECUIRTY

FUNDING SOURCE: N/A

DISCUSSION: Board Policy and Administrative Regulation updated to emphasize that a campus security plan be developed for each school site.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Director of Accountability, Student Services & Categorical Programs.*

BOARD GOAL:

- [X] 1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] 2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] 3. **Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Board Policy and Administrative Regulation 3515 Campus Security.**

PROPOSED ACTION: **APPROVE**

Item #: 23

Policy 3515: Campus Security **Status:** DRAFT

Original Adopted Date: 01/14/2010 | **Last Revised Date:** 06/11/2020

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, 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.

Reporting and Responding to Threats

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.

The Superintendent or designee may form a multidisciplinary team in order to identify, inquire, assess, and manage potentially threating student behavior.

Surveillance Systems

In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. Such signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreement(s).

Regulation 3515: Campus Security **Status:** DRAFT

Original Adopted Date: 01/14/2010 | **Last Revised Date:** 12/14/2023

The Superintendent or designee shall develop a campus security plan for each school site which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

   These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. Additionally, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

   These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Secure the district's network infrastructure and web applications from cyberattacks

   These strategies may include performing an independent security assessment of the district's network infrastructure and selected web applications.

4. Discourage vandalism and graffiti

   These strategies may include plans to immediately cover graffiti and implement campus beautification.

5. Control access to keys and other school inventory

6. Detect and intervene with school crime

   These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, monitoring suspicious and/or threatening digital media content, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

7. Additionally, all staff shall be made aware of their responsibilities regarding the immediate reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Additionally, when the district undertakes an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building, the district shall install interior locks on each door of any room with an occupancy of five or more persons. Such doors shall be capable of being unlocked from the outside with a key or other approved means. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583, 17586; 24 CCR 1010.2, 1010.2.8, 1010.2.8.2)

Keys

The principal or designee shall be responsible for all keys used in a school. Keys shall be issued only to authorized employees who regularly need a key in order to carry out job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **UPDATE ADMINISTRATIVE REGULATION 3516.1 FIRE DRILLS AND FIRES**

ATTACHMENTS: **ADMINISTRATIVE REGULATION 3516.1 FIRE DRILLS AND FIRES**

FUNDING SOURCE: **N/A**

DISCUSSION: Regulation updated to reflect requirement that the first emergency evacuation drill of each school year be conducted within 10 days of beginning classes. Regulation is also updated to reflect new law requiring districts to develop procedures which identify appropriate refuge shelters for all students and staff.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Director of Accountability, Student Services & Categorical Programs.***

BOARD GOAL:

- [X] 1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] 2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] 3. **Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Administrative Regulation 3516.1 Fire Drills and Fires.**

PROPOSED ACTION: **APPROVE**

Regulation 3516.1: Fire Drills And Fires **Status:** DRAFT

Original Adopted Date: Pending

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall hold the first emergency evacuation drill of each school year within 10 days of the beginning of classes. (24 CCR 403.4.2)

Additionally, the principal shall hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

When the principal conducts a fire drill, all students, teachers, and other employees shall be directed to leave the building, which may include: (5 CCR 550)

1. Notifying staff as to the schedule for fire drills
2. Ascertaining that no student remains in the building

As appropriate, teachers shall be prepared to select alternate exits and direct their classes to these exits whenever the designated escape route is blocked.

The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

The district shall identify refuge shelters for all students and staff to be used in the event of an evacuation order by local authorities and notify the fire department or other appropriate local authority of such refuge to prioritize the safety of students and staff. (Education Code 32282)

The identification of refuge shelters at schools in a high or very high fire hazard severity zone shall be coordinated with the fire department or other appropriate local authority. Additionally, each school in a high or very high fire hazard severity zone shall prepare a communication and evacuation plan to be used in the event of an early notice evacuation warning which allows enough time to evacuate all students and staff. (Education Code 32282)

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system (Education Code 32001)
2. The principal or designee shall call 911
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**RATIFY CA ADVANCED SERVICES FUND (CASF) BROADBAND ADOPTION ACCOUNT GRANT**
ATTACHMENTS:	**CASF ADOPTION ACCOUNT GRANT AWARD FOR DIGITAL LITERACY**
FUNDING SOURCE:	**CALIFORNIA ADVANCED SERVICES FUND (CASF)**

DISCUSSION: Attached for Board ratification is a letter to inform COJUSD that the California Public Utilities Commission (CPUC) Communications Division (CD) approves California Advanced Services Fund (CASF) Broadband Adoption Account grant funding to Cutler-Orosi Joint Unified School District of up to $149,675 for the Digital Navigators: Cutler-Orosi Joint Unified School District project.

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 and meet the needs of all students in a safe supportive environment.**
- ☒ 2. **Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board ratify the CA Advanced Services Fund Grant.**

PROPOSED ACTION: **RATIFY**

Item #:25

PUBLIC UTILITIES COMMISSION
STATE OF CALIFORNIA
505 VAN NESS AVENUE | SAN FRANCISCO, CALIFORNIA 94102
300 CAPITOL MALL | SACRAMENTO, CALIFORNIA 95814

May 28, 2025

Laura Gonzalez
lauragonzalez@cojusd.org
Cutler Orosi Joint Unified School District
12623 Avenue 19
Orosi, CA 93647

SUBJECT: **CASF ADOPTION ACCOUNT GRANT AWARD *FOR DIGITAL LITERACY***

This letter serves to inform you that the California Public Utilities Commission (CPUC) Communications Division (CD) approves California Advanced Services Fund (CASF) Broadband Adoption Account grant funding to Cutler Orosi Joint Unified School District of up to $149,675 for the Digital Navigators: Cutler-Orosi Joint Unified School District project.

Budget: Grant funding is approved for this project as described below.

CASF Broadband Adoption Grant Funding	
Category	**Approved Grant**
In-Classroom Computing Devices	$11,000
Take Home Computing Devices	$6,000
Hotspots	$1,500
General Program Implementation[1]	$131,175
Total Grant Award	$149,675
Funding per participant (exclusive of in-person and take-home computer or hot spot funding, if applicable)	$477.00

*Funding per participant rounded to the nearest hundredth.

[1] This includes items and activities listed in the grantees' application and eligible for reimbursement per Decision (D.) 22-05-029, Broadband Adoption Account Guidelines. (See website here - https://www.cpuc.ca.gov/industries-and-topics/internet-and-phone/california-advanced-services-fund/casf-adoption-account).

Requirements

The grant award is predicated on Cutler Orosi Joint Unified School District's commitment to provide adoption services as expressed in its application and consistent with the Ministerial Review criteria that Cutler Orosi Joint Unified School District agreed and/or attested to in its application which includes meeting all milestones and goals for each project(s) as well as fulfilling the requirements per D.22-05-029. Key requirements include, among others:

- Grantee will provide at least eight hours of digital literacy training to each participant through digital literacy classes, one on one tutoring or self-paced instruction.
- Grantee has at least one year's experience conducting digital literacy projects or has completed at least one digital literacy project.
- If the grantee provides qualifying participants computers to be used as part of its digital literacy training, reimbursement for take-home computers is capped at $300 per device, limited to two devices per eligible household, and limited to $40,000 per project.
- Grantee must provide technical support, either by phone or in person, within 24 hours.
- Grantee agrees that reimbursement for computing devices used in community training rooms or other public space is capped at $11,250 and limited to $750 per device.
- Grantee must be ready to commence digital literacy classes within six months of submitting a consent form accepting the CASF grant.
- Grantee agrees that the project costs $477 per participant trained or less.
- Grantee must complete the project within a 24-month timeframe or earlier.

Cutler Orosi Joint Unified School District must provide at least eight hours of digital literacy training to 275 participants and aspires to subscribe 30 participants to broadband internet services.

Reporting

The grant award is also contingent upon fulfilling the reporting requirements per D.22-05-029, Appendix 2. These reports include a Ramp-up period report (if applicable), a Year 1 Progress Report and a Year 2 Completion Report. Ramp-up reports must be submitted no later than 3 months after completion of ramp-up activities. Year 1 Progress Report and Year 2 Completion Report must be submitted within 3 months after the end of the first year of deployment and no later than 3 months after completion of the project, respectively. If applicable, Cutler Orosi Joint Unified School District must fulfill the monthly reporting requirements set forth in Public Utilities Code, § 281(l)(1) if it is using a licensed contractor or subcontractor to undertake a contract or subcontract in excess of twenty-five thousand dollars ($25,000) to perform work on the project funded or financed by CASF. Reporting templates are available in the Administrative Manual posted on the Adoption Account website.

Cutler Orosi Joint Unified School District must maintain files, invoices, and other related documentation for three years after final payment. Cutler Orosi Joint Unified School District shall make these records available to the CPUC upon request and agree that these records are subject to audit and review by the CPUC at any time within three years after Cutler Orosi Joint Unified School District has incurred the expense being audited to ensure that CASF funds are spent in accordance with the terms of approval the CPUC grants.

Payment

All reimbursements are contingent upon the Cutler Orosi Joint Unified School District fulfilling its obligation to provide digital literacy training as described in its application. Cutler Orosi Joint Unified School District may submit up to three payment requests throughout the project period. Payment requests may accompany the Ramp-up or Year 1 reports or be submitted separately; Year 2 Completion Report must be submitted with a final payment request. Payment will be based upon receipt and approval of invoices and other supporting documents showing that expenditures incurred for the project are in accordance with their approved application and budget. Ramp-up period payment requests may not exceed 25% of grant amount and no more than 90% of the grant amount will be reimbursed before the completion report and final payment request. Completion Reports must be submitted no later than three months post project completion. Payment request templates are available in the Administrative Manual posted on the Adoption Account website.

Execution and Performance

Cutler Orosi Joint Unified School District must begin the project within six months after submitting a consent form accepting the terms stated in the award letter and must complete the project within 24-months. Cutler Orosi Joint Unified School District must complete all performance under the award on or before the termination date of the award.

By receiving a CASF grant, Cutler Orosi Joint Unified School District agrees to comply with the terms, conditions, and requirements of the grant award, and submit to the jurisdiction of the CPUC regarding disbursement and administration of the grant and the CPUC's enforcement authority under Pub. Util. Code, §§ 2108 and 2111. Cutler Orosi Joint Unified School District must notify the Director of Communications Division as soon as it becomes aware that it may not be able to meet project deadlines. The CPUC may withhold, reduce or terminate grant payments if the Cutler Orosi Joint Unified School District does not comply with any of the requirements set forth in its application and compliance with the CASF. In the event Cutler Orosi Joint Unified School District fails to complete the project in accordance with the terms of the approval granted by the CPUC as set forth in D.22-05-029 and this award letter, Cutler Orosi Joint Unified School District must reimburse some or all the CASF funds it has received.

Cutler Orosi Joint Unified School District must notify CD within 30 days regarding modifications to budget line items or milestone/activity timelines set forth in D.22-05-029, Appendix 2, Section XV. Cutler Orosi Joint Unified School District must also report any material changes in the entries for the application, by letter to the California Public Utilities Commission, Director of the Communications Division, 505 Van Ness Avenue, San Francisco, CA 94102 and CDCompliance@cpuc.ca.gov.

Award Acceptance

Cutler Orosi Joint Unified School District must sign the Consent Form (Attachment 1) and the Payee Record Form (Attachment 2) and email both within 30 days from the date of this award letter to CASF_Adoption@cpuc.ca.gov. If Cutler Orosi Joint Unified School District does not submit the Consent Form within 30 calendar days from the date of the award, the CPUC will deem the grant to be null and void.

If you have any questions, please contact CASF_Adoption@cpuc.ca.gov.

Sincerely,

/s/ Maria Ellis
Maria Ellis
Director for Broadband Initiatives
Communications Division

ATTACHMENT 1

Consent Form and Acknowledgement and Acceptance of the California Advanced Services Fund Broadband Adoption Grant Award

Name of Grantee: Cutler-Orosi Joint Unified School District

☒ Grantee identified above hereby acknowledges receipt of the letter approving the California Advanced Services Fund Broadband Adoption Grant for the Digital Navigators: Cutler-Orosi Joint Unified School District project (award sequence 1146). The grantee agrees to comply with all grant terms, conditions, and requirements set forth in the letter dated May 28, 2025, as well as all CASF rules, including those in the Broadband Adoption Account Requirements, Guidelines and Application Materials. **Grantee also agrees to fulfill the goals it identified in the application and agrees that all payment requests will be subject to meeting those goals.**

Undersigned representative of Cutler-Orosi Joint Unifed School District [Name of Grantee] is duly authorized to execute this Agreement Form on behalf of the Grantee and to bind the Grantee to the terms, conditions, and requirements set forth by the California Public Utilities Commission in the letter referenced above.

Dated this 25th day of June, 2025.

Signature Yolanda Valdez (Jun 25, 2025 11:17 PDT)

Printed Name Yolanda Valdez

Title Superintendent

Organization or Name of Company Cutler-Orosi Joint Unified School District

Business Address: 12623 Avenue 416, Orosi, CA 93647

ATTACHMENT 2

Payee Record Form

Print Form | Reset Form

STATE OF CALIFORNIA – DEPARTMENT OF FINANCE

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)

STD 204 (Rev. 03/2021)

Section 1 – Payee Information

NAME (This is required. Do not leave this line blank. Must match the payee's federal tax return)

Cutler-Orosi Joint Unified School District

BUSINESS NAME, DBA NAME or DISREGARDED SINGLE MEMBER LLC NAME (If different from above)

Cutler-Orosi Joint Unified School District

MAILING ADDRESS (number, street, apt. or suite no.) (See instructions on Page 2)

12623 Avenue 416

CITY, STATE, ZIP CODE	E-MAIL ADDRESS
Orosi CA 93647	

Section 2 – Entity Type

Check one (1) box only that matches the entity type of the Payee listed in Section 1 above. (See instructions on page 2)

- ☐ **SOLE PROPRIETOR / INDIVIDUAL**
- ☐ **SINGLE MEMBER LLC** *Disregarded Entity owned by an individual*
- ☐ **PARTNERSHIP**
- ☐ **ESTATE OR TRUST**

CORPORATION (see instructions on page 2)

- ☐ **MEDICAL** *(e.g., dentistry, chiropractic, etc.)*
- ☐ **LEGAL** *(e.g., attorney services)*
- ☐ **EXEMPT** *(e.g., nonprofit)*
- ☒ **ALL OTHERS**

Section 3 – Tax Identification Number

Enter your Tax Identification Number (TIN) in the appropriate box. The TIN must **match** the name given in Section 1 of this form. Do not provide more than one (1) TIN. The TIN is a 9-digit number. **Note:** Payment will not be processed without a TIN.

- For **Individuals**, enter SSN.
- If you are a **Resident Alien**, and you do not have and are not eligible to get an SSN, enter your ITIN.
- Grantor Trusts (such as a Revocable Living Trust while the grantors are alive) may not have a separate FEIN. Those trusts must enter the individual grantor's SSN.
- For **Sole Proprietor or Single Member LLC (disregarded entity), in which the sole member is an individual**, enter SSN (ITIN if applicable) or FEIN (FTB prefers SSN).
- For **Single Member LLC (disregarded entity), in which the sole member is a business entity**, enter the owner entity's FEIN. Do not use the disregarded entity's FEIN.
- For all other entities including LLC that is taxed as a corporation or partnership, estates/trusts (with FEINs), enter the entity's FEIN.

Social Security Number (SSN) or Individual Tax Identification Number (ITIN)

___ ___ ___ - ___ ___ - ___ ___ ___ ___

OR

Federal Employer Identification Number (FEIN)

7 7 - 0 5 6 5 3 2 6

Section 4 – Payee Residency Status (See instructions)

☒ **CALIFORNIA RESIDENT** – Qualified to do business in California or maintains a permanent place of business in California.

☐ **CALIFORNIA NONRESIDENT** – Payments to nonresidents for services may be subject to state income tax withholding.

- ☐ No services performed in California
- ☐ Copy of Franchise Tax Board waiver of state withholding is attached.

Section 5 – Certification

I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the state agency below.

NAME OF AUTHORIZED PAYEE REPRESENTATIVE	TITLE	E-MAIL ADDRESS
Yolanda Valdez	Superintendent	yovaldez@cojusd.org

SIGNATURE	DATE	TELEPHONE *(include area code)*
	6/25/2025	559-528-4763

Section 6 – Paying State Agency

Please return completed form to:

STATE AGENCY/DEPARTMENT OFFICE	UNIT/SECTION
California Public Utilities Commission	Broadband Video & Market Branch, CASF Adoption & Access

MAILING ADDRESS	FAX	TELEPHONE *(include area code)*
505 Van Ness Avenue		

CITY	STATE	ZIP CODE	E-MAIL ADDRESS
San Francisco	CA	94102	casf_adoption@cpuc.ca.gov

STATE OF CALIFORNIA – DEPARTMENT OF FINANCE

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9 or W-7)

STD 204 (Rev. 03/2021)

GENERAL INSTRUCTIONS

Type or print the information on the Payee Data Record, STD 204 form. Sign, date, and return to the state agency/department office address shown in Section 6. Prompt return of this fully completed form will prevent delays when processing payments.

Information provided in this form will be used by California state agencies/departments to prepare Information Returns (Form1099).
NOTE: Completion of this form is optional for Government entities, i.e. federal, state, local, and special districts.

A completed Payee Data Record, STD 204 form, is required for all payees (non-governmental entities or individuals) entering into a transaction that may lead to a payment from the state. Each state agency requires a completed, signed, and dated STD 204 on file; therefore, it is possible for you to receive this form from multiple state agencies with which you do business.

Payees who do not wish to complete the STD 204 may elect not to do business with the state. If the payee does not complete the STD 204 and the required payee data is not otherwise provided, payment may be reduced for federal and state backup withholding. Amounts reported on Information Returns (Form 1099) are in accordance with the Internal Revenue Code (IRC) and the California Revenue and Taxation Code (R&TC).

Section 1 – Payee Information

Name – Enter the name that appears on the payee's federal tax return. The name provided shall be the tax liable party and is subject to IRS TIN matching (when applicable).

- Sole Proprietor/Individual/Revocable Trusts – enter the name shown on your federal tax return.
- Single Member Limited Liability Companies (LLCs) that is disregarded as an entity separate from its owner for federal tax purposes - enter the name of the individual or business entity that is tax liable for the business in section 1. Enter the DBA, LLC name, trade, or fictitious name under Business Name.
- Note: for the State of California tax purposes, a Single Member LLC is not disregarded from its owner, even if they may be disregarded at the Federal level.
- Partnerships, Estates/Trusts, or Corporations – enter the entity name as shown on the entity's federal tax return. The name provided in Section 1 must match to the TIN provided in section 3. Enter any DBA, trade, or fictitious business names under Business Name.

Business Name – Enter the business name, DBA name, trade or fictitious name, or disregarded LLC name.
Mailing Address – The mailing address is the address where the payee will receive information returns. Use form STD 205, Payee Data Record Supplement to provide a remittance address if different from the mailing address for information returns, or make subsequent changes to the remittance address.

Section 2 – Entity Type

If the Payee in Section 1 is a(n)...	THEN Select the Box for...
Individual • Sole Proprietorship • Grantor (Revocable Living) Trust disregarded for federal tax purposes	Sole Proprietor/Individual
Limited Liability Company (LLC) owned by an individual and is disregarded for federal tax purposes	Single Member LLC-owned by an individual
Partnerships • Limited Liability Partnerships (LLP) • and LLC treated as a Partnership	Partnerships
Estate • Trust (other than disregarded Grantor Trust)	Estate or Trust
Corporation that is medical in nature (e.g., medical and healthcare services, physician care, nursery care, dentistry, etc. • LLC that is to be taxed like a Corporation and is medical in nature	Corporation-Medical
Corporation that is legal in nature (e.g., services of attorneys, arbitrators, notary publics involving legal or law related matters, etc.) • LLC that is to be taxed like a Corporation and is legal in nature	Corporation-Legal
Corporation that qualifies for an Exempt status, including 501(c) 3 and domestic non-profit corporations.	Corporation-Exempt
Corporation that does not meet the qualifications of any of the other corporation types listed above • LLC that is to be taxed as a Corporation and does not meet any of the other corporation types listed above	Corporation-All Other

Section 3 – Tax Identification Number

The State of California requires that all parties entering into business transactions that may lead to payment(s) from the state provide their Taxpayer Identification Number (TIN). The TIN is required by R&TC sections 18646 and 18661 to facilitate tax compliance enforcement activities and preparation of Form 1099 and other information returns as required by the IRC section 6109(a) and R&TC section 18662 and its regulations.

Section 4 – Payee Residency Status

Are you a California resident or nonresident?

- A corporation will be defined as a "resident" if it has a permanent place of business in California or is qualified through the Secretary of State to do business in California.
- A partnership is considered a resident partnership if it has a permanent place of business in California.
- An estate is a resident if the decedent was a California resident at time of death.
- A trust is a resident if at least one trustee is a California resident.
  - For individuals and sole proprietors, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose that will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident.

For information on Nonresident Withholding, contact the Franchise Tax Board at the numbers listed below:
Withholding Services and Compliance Section: 1-888-792-4900 E-mail address: wscs.gen@ftb.ca.gov
For hearing impaired with TDD, call: 1-800-822-6268 Website: www.ftb.ca.gov

Section 5 – Certification

Provide the name, title, email address, signature, and telephone number of individual completing this form and date completed. In the event that a SSN or ITIN is provided, the individual identified as the tax liable party must certify the form. Note: the signee may differ from the tax liable party in this situation if the signee can provide a power of attorney documented for the individual.

Section 6 – Paying State Agency

This section must be completed by the state agency/department requesting the STD 204.

Privacy Statement

Section 7(b) of the Privacy Act of 1974 (Public Law 93-579) requires that any federal, state, or local governmental agency, which requests an individual to disclose their social security account number, shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it. It is mandatory to furnish the information requested. Federal law requires that payment for which the requested information is not provided is subject to federal backup withholding and state law imposes noncompliance penalties of up to $20,000. You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the state agency(ies) with which you transact that business.

All questions should be referred to the requesting state agency listed on the bottom front of this form.

COJUSD_DL_1146

Final Audit Report 2025-06-25

Created:	2025-06-25
By:	COJUSD M. Macareno (mmacareno@cojusd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAd_tJ16AMuoF7jW0Mbadx8dRN0WWmayWk

"COJUSD_DL_1146" History

Document created by COJUSD M. Macareno (mmacareno@cojusd.org)
2025-06-25 - 6:12:07 PM GMT

Document emailed to Yolanda Valdez (yovaldez@cojusd.org) for signature
2025-06-25 - 6:12:12 PM GMT

Email viewed by Yolanda Valdez (yovaldez@cojusd.org)
2025-06-25 - 6:17:34 PM GMT

Document e-signed by Yolanda Valdez (yovaldez@cojusd.org)
Signature Date: 2025-06-25 - 6:17:57 PM GMT - Time Source: server

Agreement completed.
2025-06-25 - 6:17:57 PM GMT

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 4030, NONDISCRIMINATION IN EMPLOYMENT**

ATTACHMENTS: **BP, AR 4030**

FUNDING SOURCE: **N/A**

DISCUSSION:
Policy updated to align those who are included as "employees" for purposes of the policy and accompanying administrative regulation with analogous language in related sample Board policies and administrative regulations.

Regulation updated to reflect NEW COURT DECISION (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and NEW GUIDANCE from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to delete material related to Title IX sexual harassment, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment to keep material related to sexual harassment, including Title IX sexual harassment, together.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent***

BOARD GOAL:

- [ ] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
- [x] **3. Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the updated BP and AR 4030.**

PROPOSED ACTION: **APPROVE**

Item #: 26

Regulation 4030: Nondiscrimination In Employment **Status:** DRAFT

Original Adopted Date: 05/09/2019 | **Last Revised Date:** 02/13/2020 | **Last Reviewed Date:** 10/09/2025

All complaints alleging discrimination in employment, as defined in the accompanying Board policy, shall be investigated and resolved in accordance with procedures specified in this administrative regulation. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to organize and manage the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Brian Zimmerman, Assistant Superintendent
12623 Avenue 416, Orosi, Ca 93647
559-528-4763
brianzimmerman@cojusd.org

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the district has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Civil Rights Department (CRD) posters on the prohibition of workplace discrimination and harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 12950; 2 CCR 11013, 11023, 11049)

2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (Education Code 234.1; 5 CCR 4960; 34 CFR 100.6, 106.8)

    a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

    b. Posting them in all district schools and offices, including staff lounges and other prominent locations

    c. Posting them on the district's website and providing easy access to them through district-supported social media, when available

3. Disseminate the district's nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2 CCR 11023)

    a. Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return

    b. Sending a copy via email with an acknowledgment return form

    c. Posting a copy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies

    d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session

    e. Any other way that ensures employees receive and understand the policy

4. Provide to employees a handbook which contains information that clearly describes the district's

nondiscrimination policy, procedures for filing a complaint, and resources available to employees who believe they have been the victim of any discriminatory or harassing behavior

5. Provide training regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

   The district may also provide bystander intervention training to employees that includes information and practical guidance on how to recognize potentially problematic behaviors and which may motivate them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law and Board Policy 4111 - Recruitment and Selection

7. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)

Complaint Procedure

Any complaint alleging unlawful discrimination or harassment covered by this administrative regulation and accompanying Board policy shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant may inform a direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman

   The complainant's direct supervisor may be bypassed in filing a complaint when the supervisor is the subject of the complaint.

   The complainant may first attempt to resolve the situation informally with the complainant's supervisor before filing a complaint.

   A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a complaint.

   The complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, any available evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a complaint has been filed or whether the complaint is complete

   The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be disclosed as necessary to conduct an effective investigation.

   If the coordinator determines that a detailed fact-finding investigation is necessary, the investigation shall begin immediately. As part of this investigation, the coordinator should interview the complainant, the person(s) accused, and other persons who could be expected to have relevant information.

   The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed in order to prevent further incidents. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Remedial/Corrective Action: No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of the findings

   This timeline may be extended by the coordinator for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

   The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report shall also include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented. The report shall be presented to the Superintendent or designee.

   A summary of the findings shall be presented to the complainant and the person accused.

4. Appeal to the Governing Board: The complainant or any of the person(s) accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings

   The Superintendent or designee shall provide the Board with all information presented during the investigation and the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either CRD or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. For filing a complaint with CRD alleging a violation of Government Code 12940-12952, within three years of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)
2. For filing a complaint with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. For filing a complaint with EEOC after first filing a complaint with CRD, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by CRD, whichever is earlier (42 USC 2000e-5)

An employee may also file a complaint with the Wage and Hour Division of the U.S. Department of Labor for an alleged violation of the PUMP Act and/or EEOC for failure to provide reasonable accommodations pursuant to the Pregnant Workers Fairness Act. (29 USC 218c, 218d, 42 USC 2000gg-2)

Additionally, an employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

Policy 4030: Nondiscrimination In Employment **Status:** DRAFT

Original Adopted Date: 05/09/2019 | **Last Revised Date:** 04/25/2024 | **Last Reviewed Date:** 10/09/2025

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy and accompanying administrative regulation, employees include interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of one, or a combination of two or more, protected characteristics which include, but may not be limited to, the employee's actual or perceived race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; and parental, marital, and family status; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that such inquiry is necessary to comply with federal immigration law. (2 CCR 11028)

In addition, unless otherwise provided for in law, the district may not discriminate against an employee in any term or condition of employment, or otherwise penalize a person, including termination, based on the person's use of cannabis off the job and away from the workplace, or on a drug screening which finds that the person has nonpsychoactive cannabis metabolites in the person's hair, blood, urine, or other bodily fluid. However, the district retains the right to maintain drug-free schools or prohibit employees from possessing, being impaired by, or using cannabis while on the job. (Government Code 12954)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is offensive and so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
    a. Sex discrimination based on one, or a combination of two or more protected characteristics, which include, but may not be limited to, an employee's pregnancy, childbirth, breastfeeding, or any related medical condition, or on an employee's gender, gender expression, gender identity, or sexual orientation
    b. Religious creed discrimination based on an employee's religious belief, observance, and practice, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

e. Requiring an employee to disclose information relating to the employee's reproductive health decision-making

f. Including a statement in a job advertisement, posting, application, or other material that an applicant is required to have a driver's license, unless the district reasonably expects driving to be one of the job functions for the position and reasonably believes that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator within one workday. All other employees shall report such incidents to their supervisor or designated district coordinator within one workday.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Civil Rights Department, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions,

appeals, or related proceedings have been terminated. (Government Code 12946)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **UPDATE BOARD POLICY AND EXHIBIT 5145.6 PARENT/GUARDIAN NOTIFICATIONS**

ATTACHMENTS: **BOARD POLICY AND EXHIBIT 5145.6 PARENT/GUARDIAN NOTIFICATIONS**

FUNDING SOURCE: **N/A**

DISCUSSION: Policy updated to reflect new laws requiring notifications on local apprenticeship and pre-apprenticeship programs, dual enrollment or International Baccalaureate offered at the district, compliance with specified notice requirements related to transfer of coursework and credits for students participating in newcomer programs.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Director of Accountability, Student Services & Categorical Programs.*

BOARD GOAL:

- [ ] 1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] 2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [x] 3. **Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the updated Board Policy and Exhibit 5145.6 Parent/Guardian Notifications.**

PROPOSED ACTION: **APPROVE**

Item #: 27

Policy 5145.6: Parent/Guardian Notifications **Status:** DRAFT

Original Adopted Date: 08/12/2010 | **Last Revised Date:** 03/13/2025

The Governing Board desires to promote effective communication from the district and/or school to families to keep families informed regarding educational programs, 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: Pending

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 2024 (AB 107, Ch. 22, Statutes of 2024) extends the suspension of these requirements through the 2024-25 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
Subject: Right to a free public education regardless of immigration status or religious beliefs

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, BP 4219.21, BP 4319.21
Subject: Code of conduct 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, 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 #: To be included in BP 6178
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 #: To be included in 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 6173, AR 6173.1, AR 6173.3, AR 6175
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: Beginning of each school year in schools serving students in grades 6-12
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

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 re: 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 #: Not currently in CSBA policy
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 re: 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, 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

When to Notify: When admitted or advancing to sixth grade
Education or Other Legal Code: Education Code 48980.4
Board Policy/Administrative Regulation #: Not currently in CSBA policy
Subject: A statement regarding the state's public policy, advising that the student 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 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: 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 A/V 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 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 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: 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: 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 #: Not currently in CSBA policy
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 or a foster youth 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 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 #: Not currently in CSBA policy
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 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 48260.5Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Truancy, parental 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 re: 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 6146.1, AR 6173, AR 6173.1, AR 6173.3, AR 6175
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 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 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: 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: Within 30 days of application for subsidized child care 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: Upon child's enrollment in child care program
Education or Other Legal Code: 5 CCR 18114
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: Policy on fee collection

When to Notify: When payment of child care 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

IV. Special Education Notices

When to Notify: Prior to a student with disabilities beginning tenth grade
Education or Other Legal Code: Education Code 51225.31
Board Policy/Administrative Regulation #: See BP 6146.1
Subject: Exemption from local graduation requirements

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 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: 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 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 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
October 9, 2025

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 6142.8 COMPREHENSIVE HEALTH EDCUATION**

ATTACHMENTS: **BOARD POLICY AND ADMINISTRATIVE REGULATION 6142.8 COMPREHENSIVE HEALTH EDCUATION**

FUNDING SOURCE: **N/A**

DISCUSSION: Board policy updated in response to the court decision in *Mahmoud v. Taylor*, which held that school districts must provide parents/guardians with notice and the opportunity to opt their children out of elementary instruction involving LGBTQ+ storybooks, due to potential interference with religious development. The policy also now extends existing state protections to students who are opted out for religious reasons, including the right to an alternative activity of similar educational value and protection from academic or disciplinary consequences. The Administrative Regulation has been updated to align with new law AB 2429 (2024), which requires instruction on the dangers of fentanyl use in high school health education courses beginning in the 2026–27 school year, and to reflect the *Mahmoud* decision as well.

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:

- [X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve updated BP and AR 6142.8.**

PROPOSED ACTION: **APPROVE**

Item #: 28

Policy 6142.8: Comprehensive Health Education

Status: DRAFT

Original Adopted Date: 09/09/2010

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial to promoting healthy development for all students. The district's health education program shall be part of a coordinated approach to student health which recognizes that mental health and social connection are critical to overall health, well-being, and academic success; supports the physical, mental, and social well-being of students; reflects the importance of digital and media literacy; and is linked to district and community services and resources.

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other district-based activities that promote student well-being.

Any health education course offered to middle or high school students shall include instruction in mental health that meets the requirements of Education Code 51925-51926, and as specified in Administrative Regulation 6143 - Courses of Study.

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades kindergarten-12 that is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the state curriculum framework, and effective instructional methodologies.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

Parent/Guardian Notification and Opt-Out

Parents/guardians shall be notified that they may request in writing to opt their students out of participating in instruction and assessments, including anonymous and confidential tests, questionnaires, and surveys, as specified in the accompanying administrative regulation. Students so excused shall be given an alternative educational activity. Additionally, a student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian opts the student out of such instruction. (Education Code 51240, 51900.6, 51938, 51939)

Regulation 6142.8: Comprehensive Health Education **Status:** DRAFT

Original Adopted Date: 09/09/2010

Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs
2. Human growth, development, and sexual health
3. Injury prevention and safety

   Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and harassment, emergency procedures, and Internet safety.
4. Mental, emotional, and social health

   Health education courses offered to middle and/or high school students shall include mental health instruction that meets the requirements of Education Code 51925-51927, as specified in Administrative Regulation 6143 - Courses of Study.
5. Nutrition and physical activity
6. Personal and community health

   Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment.

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services
4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

High School Health Education

Whenever the Governing Board requires a course in health education for graduation from high school, the district's high school health education course(s) shall include instruction in:

1. Sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386 (Education Code 51225.36)

   When delivering such instruction, teachers shall consult information related to sexual harassment and violence in the Health Education Framework for California Public Schools. (Education Code 51225.36)

2. Compression-only cardiopulmonary resuscitation (CPR), which is based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR and includes instruction relative to the psychomotor skills necessary to perform compression-only CPR (Education Code 51225.6)

3. Starting with the 2026-27 school year, the dangers associated with fentanyl use (Education Code 51225.38)

Parent/Guardian Notification and Opt-Out

At the beginning of each school year or at the time of a student's enrollment, parents/guardians shall be notified that they may request in writing to opt their students out of participating in the following:

1. Anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex (Education Code 51938, 51939)

2. Any instruction in health that conflicts with the student's religious training and beliefs, including personal moral convictions (Education Code 51240)

3. Any instruction in sexual abuse and/or sexual assault awareness and prevention (Education Code 51900.6

4. Any instruction in comprehensive sexual health and human immunodeficiency virus (HIV) prevention (Education Code 51938, 51939)

5. Any other instruction as permitted by law

Additionally, the district shall not administer any exam, survey, or questionnaire that contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative

2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **OCTOBER CURRICULUM AND INSTRUCTION REPORT AND DISTRICT EVALUATION REPORT WITH LCAP AND CATEGORICAL DATA**

ATTACHMENTS: **DISTRICT EVALUATION REPORT WITH LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) AND CATEGORICAL DATA**

FUNDING SOURCE: **N/A**

DISCUSSION: The Assistant Superintendent of Educational Services will share a preview of the District Evaluation Report with Local Control Accountability Plan (LCAP) and Categorical Data.

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:

- [X] **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Curriculum and Instruction Report.**

PROPOSED ACTION: **APPROVE**

District Evaluation Report with LCAP and Categorical Data

"Educating Minds, Inspiring Futures"

Fall 2025

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INTRODUCTION

Each school district must engage parents, educators, employees, and the community to establish their Local Control Accountability Plan (LCAP). The plan describes the school district's overall vision for students, annual goals, and specific actions the district will take to achieve the vision and goals. The district must assess each year how well the strategies in the plan were able to improve outcomes. This District Program Evaluation Report includes data that is required for the LCAP and additional measures that reflect the work that is being done in the district.

This report also includes a categorical program evaluation as categorical federal funds, Title I, Title II, and Title III, supplement the instructional program for COJUSD. The LCAP Addendum identifies the LCAP services and the services that supplement the LCAP through categorical funds.

The LCAP must focus on eight areas identified as state priorities. The eight areas are grouped in three categories:

CONDITIONS OF LEARNING

Priority 1: Basic Services and Condition: Appropriate Teacher Assignment, Sufficient Instructional Materials and Facilities in Good Repair
Compliance with *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair

Priority 2: Implementation of State Academic Standards
Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

Priority 7: Access to a Broad Course of Study
The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

PUPIL OUTCOMES

Priority 4: Student Achievement
Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Priority 8: Outcomes in a Board Course of Study
Pupil outcomes, if available, in the subject areas comprising a broad course of study.

ENGAGEMENT

Priority 3: Parent and Family Engagement
Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 5: Student Engagement
Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

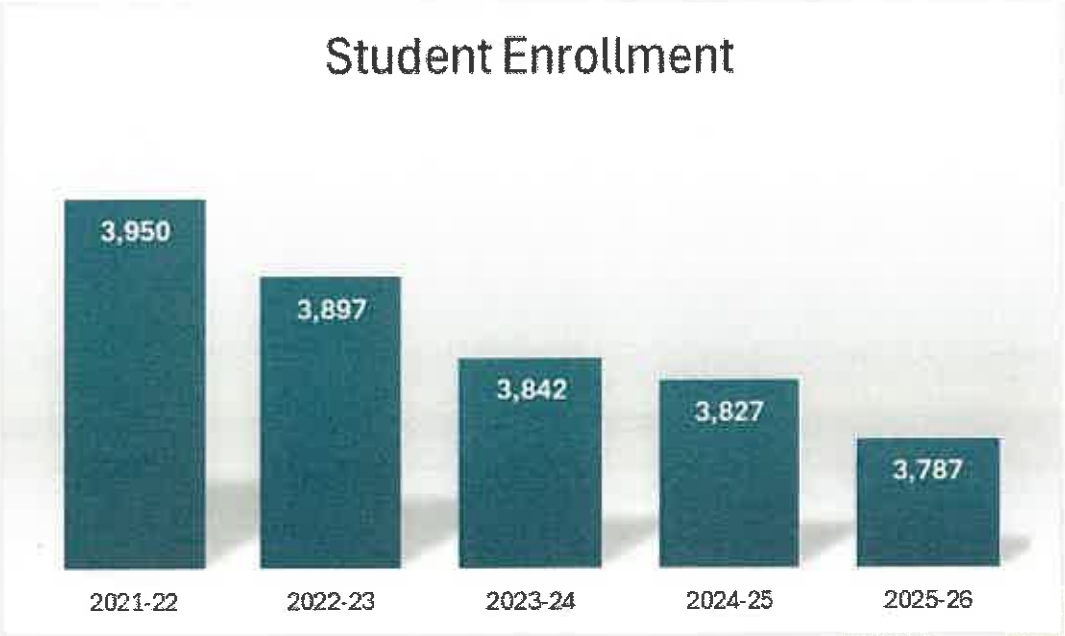
Priority 6: School Climate, as measured by a local climate survey
School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

METRICS - MEASURING OUR PROGRESS

Districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes and must collect and report data to support each of the state priorities. This report includes the latest data from the 2024-2025 school year with a brief statement of progress in each area. Any questions about this data can be directed to Shevonne Swanson, Assistant Superintendent of Educational Services.

District Demographics

Historical District Enrollment



Current Enrollment 2025-2026 *(as of 9/4/25)*

Enrollment by Grade Level and School

Grade	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza Schools	Community Day	Total
TK	56	44	55						155
K	88	88	89						265
1	80	83	66						229
2	90	87	91						268
3	86	91	93						270
4	107	93	79						279
5	91	95	86						272
6				281					281
7				283					283
8				276				1	277
9					291			1	292
10					299	1	3	3	306
11					278	33	3		314
12					260	31	4	1	296
Total	**598**	**581**	**559**	**840**	**1128**	**65**	**10**	**6**	**3787**

In comparing current district enrollment to the previous year, there continues to be a decrease in student enrollment.

Preschool Enrollment

2025-2026			
School	Part Day 3-hour program	Universal Transitional Kindergarten	Total
Cutler	40	57	97
Golden Valley	47	44	91
Palm	37	55	111
Total	124	156	280

The District offers a Universal Transitional Kindergarten Program. All students turning 4 before September 1 of the School Year of enrollment may enroll in a full day of Transitional Kindergarten (TK). Most TK classes extend a Part Day 3 hour California State Preschool Program (CSPP) to match the school day of the site. A ratio of one adult to eight students is maintained during CSPP instructional minutes. During Transitional Kindergarten instructional minutes, a ratio of 1 adult to 10 students is maintained.

School Site	2022-23	2023-24	2024-25	2025-26
Cutler Preschool	64	100	96	80
Golden Valley Preschool	73	86	94	91
Palm Preschool	55	87	95	74
Total	192	273	285	245

Enrollment by Ethnicity (percent)

Ethnicity	Hispanic	White	American Indian or Alaska Native	Asian Indian	Other Asian	Other Pacific Islander	Filipino	Black or African American	Unknown or Declined to State
Percent	95.9%	0.81%	.13%	0.10%	0.18%	0.10%	2.5%	0.10%	.05%

Enrollment by Gender

Gender	Preschool	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza Schools	Community Day	Total
Male	63	291	297	270	420	595	30	4	4	1911
Female	61	307	284	289	420	533	35	6	2	1876
Total	124	598	581	559	840	1128	65	10	6	3787

Male/female enrollment is fairly equal district wide. Preschool numbers include those in licensed CSPP program only.

Enrollment by English Fluency

Language Fluency	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza Schools	Community Day	Total
English Only (EO)	222	266	225	247	254	15	3	1	1233
Initially Fluent (I-FEP)	8	8	12	35	39	0	0	0	102
English Learner (EL)	239	220	209	286	306	40	4	3	1307
Reclassified Fluent (R- FEP)	50	38	70	272	528	10	3	2	973
To Be Determined (TBD)	79	49	43	0	1	0	0	0	172
Total	598	581	559	840	1128	65	10	6	3,787

As of August 30th, 35% of students enrolled have been identified as English Learners. When parents enroll students in school, a home language survey is completed to determine if a student is considered an English Learner or English Only. Students who are potentially English Learners in grades Kindergarten through 12th grade are identified as To Be Determined (TBD) until they are tested with the Initial ELPAC Assessment within 30 days of enrollment. Students receive integrated support throughout their day to access academic content, as well as a Designated English Development block to ensure they develop their understanding of how the English language works.

English Language Acquisition Status 2024-25

Level	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	#	%	#	%	#	%	#	%	#	%	
COJUSD	**1,209**	**31.7%**	**104**	**2.7%**	**1,438**	**37.7%**	**971**	**25.5%**	**93**	**2.4%**	**3,815**
Tulare	61,594	59.8%	2,041	2.0%	22,572	21.9%	15,525	15.1%	1,186	1.2%	102,924
Statewide	3,543,820	61.0%	265,797	4.6%	1,009,066	17.4%	909,319	15.7%	61,688	1.1%	5,806,221

Cutler-Orosi Joint Unified School District serves nearly 15.8% more English Learners than the county and 20.3% more English Learners than the state. Cutler-Orosi Joint Unified School District reclassifies nearly 10% more students reclassified at the county and state levels.

English Language Acquisition Status 2023-24

Level	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	#	%	#	%	#	%	#	%	#	%	
COJUSD	**1,177**	**30.8%**	**108**	**2.8%**	**1,575**	**41.2%**	**962**	**25.2%**	**3**	**0.1%**	**3,825**
Tulare	61,226	59.3%	2,116	2.1%	23,816	23.1%	15,699	15.2%	336	0.3%	103,200
Statewide	3,539,761	60.6%	271,407	4.6%	1,074,833	18.4%	924,460	15.8%	11,975	0.2%	5,837,690

English Language Acquisition Status 2022-23

Level	English Only (EO)		Initial Fluent English Proficient (IFEP)		English Learner (EL)		Reclassified Fluent English Proficient (RFEP)		To Be Determined (TBD)		Total
	#	%	#	%	#	%	#	%	#	%	
COJUSD	**1,160**	**29.8**	**111**	**2.9**	**1,547**	**39.7**	**1,073**	**27.6**	**1**	**0**	**3,892**
Tulare	60,528	58.6	2,097	2.0	25,209	24.4	15,255	14.8	197	0.2	103,289
Statewide	3,516,391	60.1	270,053	4.6	1,112,535	19.0	927,723	15.9	14,887	0.3	5,852,544

2025-2026 Special Education Enrollment by Disability

ID = Intellectual Disability **HH** = Hard of Hearing **SLI** = Speech or Language Impairment **VI** = Visual Impairment **ED** = Emotional Disturbance	**OI** = Orthopedic Impairment **OHI** = Other Health Impairment **SLD** = Specific Learning Disability **AUT** = Autism **TBI** = Traumatic Brain Injury

Grade	210 ID	220 HH	230 DEAF	240 SLI	250 VI	26 ED	270 OI	280 OHI	290 SLD	320 AUT	330 TBI	Total
Preschool	-	-	-	18	-	-	-	-	-	15	-	33
TK	-	-	-	8	-	-	-	-	-	1	-	9
Kindergarten	-	-	-	33	-	-	-	-	-	8	-	41
01 First grade	-	-	-	31	-	-	-	1	-	5	-	37
02 Second grade	1	-	-	25	-	-	-	5	-	9	-	40
03 Third grade	-	-	-	16	-	-	1	7	2	9	-	35
04 Fourth grade	2	-	1	17	-	-	-	5	3	5	-	33
05 Fifth grade	-	1	-	12	-	-	-	7	6	4	-	30
06 Sixth grade	2	2	2	7	-	-	-	7	13	-	-	33
07 Seventh grade	2	1	-	5	1	-	-	8	13	-	-	30
08 Eighth grade	3	-	1	1	-	-	-	6	11	4	-	26
09 Ninth grade	-	1	1	-	-	-	-	5	12	-	-	19
10 Tenth grade	2	-	-	-	-	-	-	12	13	-	-	27
11 Eleventh grade	-	1	-	-	-	-	1	8	16	1	-	27
12 Twelfth grade *includes 5th year senior data	-	1	-	-	-	-	-	8	7	1	-	17
Total	12	7	5	173	1	-	2	79	96	62	-	437

2025-2026 Special Education Enrollment by Grade/Gender

Grade	Male	Female	Total
Preschool	28	5	33
TK	7	2	9
Kindergarten	29	12	41
01 First Grade	26	11	37
02 Second grade	27	13	40
03 Third grade	20	15	35
04 Fourth grade	20	13	33
05 Fifth grade	24	6	30
06 Sixth grade	14	19	33
07 Seventh grade	20	10	30
08 Eighth grade	13	13	26
09 Ninth grade	13	5	18
10 Tenth grade	19	9	28
11 Eleventh grade	17	10	27
12 Twelfth grade *includes 5th year senior data	11	6	17
Total	288	149	437

2025-2026 Students with 504 Plans Enrollment by Grade/Gender

Grade	Male	Female	Total
Preschool	-	-	-
TK	-	-	-
Kindergarten	-	-	-
01 First grade	-	-	-
02 Second grade	-	1	1
03 Third grade	1	-	1
04 Fourth grade	2	-	2
05 Fifth grade	4	-	4
06 Sixth grade	-	-	-

07 Seventh grade	4	1	5
08 Eighth grade	2	-	2
09 Ninth grade	5	1	6
10 Tenth grade	4	2	6
11 Eleventh grade	3	2	5
12 Twelfth grade	1	4	5
Total	26	11	37

As of September 2025, the percentage of males has remained the same as the previous year and they comprise 66% of Students with Disabilities enrollment. The percentage of students receiving Special Education services has increased slightly. Based on current TK-12th grade enrollment, 11.5% of the student population is identified as receiving special services through an Individualized Education Program (IEP). Males comprise 70% of students with Section 504 plans, the same last year. The percentage of students with a 504 Plan has remained relatively consistent. Based on current enrollment, approximately 1% of our student enrollment has a Section 504 Plan.

2025-2026 Pregnant/Parenting Student

The district submits parenting data to evaluate the effectiveness of strategies supporting married, pregnant, and parenting students. This data helps inform the Board on progress and guides improvements to services in alignment with LCAP goals.

Grade	Male	Female
09	0	1
10	2	2
11	1	2
12	2	1

Conditions For Learning:

Basic Services
Common Core Standards
Access to a Broad Curriculum

CONDITIONS OF LEARNING

Priority 1: Basic Services

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public.

Evidence: Unofficial data collected annually at time of publication

1. Rate of teacher misassignment
2. Student access to standards aligned instructional materials
3. Facilities in good repair

1A. Teacher Assignments As reported by Personnel Records on September 23, 2025.

Teacher Credentials	2023-24	2024-25	2025-26
With Full Credential	186	193	197
Without Full Credential	34	26	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

The district makes every attempt to secure fully credentialed teachers each year. The number of teachers without full credentials has been increasing each year due to the statewide shortage of fully credentialed teachers. All teachers without a full credential are assigned a mentor and provided with professional learning as they complete their credential requirements.

1B. Teacher Misassignments and Vacant Teacher Positions As reported by Personnel Records on September 23, 2025.

Indicator	2023-24	2024-25	2025-26
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	2	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners.*

2. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials: ***2025***

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	Yes	0
Mathematics	Yes	Yes	0
Science	Yes	Yes	0
History-Social Science	Yes	Yes	0
Foreign Language	Yes	Yes	0
Science Laboratory Equipment (grades 9-12)	Yes	Yes	0

3. School Facility Good Repair Status - District 2024-25

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	X			

Criteria: Met standard for all 4 areas of priority 1.

As reported on the 2024-2025 California Department of Education School Dashboard

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting these standards to the local governing board at a regularly scheduled meeting and reports to the educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	192.35	77.8%	Below
County	4,931.18	81.3%	Below
Statewide	277,698.04	83.2%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=District&cds=5471860000000&year=2022-23.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0

Priority 2: Implementation of Common Core Standards

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

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to educational partners and the public.

Evidence:

- Implementation of CCSS for all students, including English Learners. Initial and Summative ELPAC results are analyzed for instructional decisions.

Examples of work in COJUSD:

- Adopted and purchased CCSS aligned instructional materials for English Language Arts/Spanish Language Arts and English Language Development K-5 (McGraw Hill: Wonders/Maravillas).
- Adopted and purchased CCSS aligned instructional materials for English Language Arts/Spanish Language Arts and English Language Development 6-8 (McGraw Hill: StudySync).
- Adopted and purchased CCSS aligned instructional materials for English Language Arts/Spanish Language Arts 9-12 (Expository Reading Writing Course).
- Adopted and purchased English Language Development 6-12 (Systematic ELD: EL Achieve)
- Adopted and purchased CCSS aligned instructional materials for Math 1 - 3 at the high school level (Savvas enVisons), K-5 (Eureka Math), and 6-8 (Illustrative Math).
- Adopted and purchased CCSS Framework aligned instructional materials for History/Social Studies (K-8 and 11).
- Adopted and purchased Next Generation Science Standards aligned instructional materials for K-8 (McGraw Hill Inspire), Integrated Science (McGraw Hill Inspire), Biology (SAAVAS), and Chemistry (McGraw Hill).
- Purchased electronic devices (iPads, Chromebooks, laptops, desktops) to support 21st century learning.
- Inform educational partners through informational sessions and parent-conferences, parent brochures, and a CCSS section on the district website.
- Benchmark assessments aligned to CCSS (see Pupil Achievement).
- Expanded a 50/50 model Dual Immersion program to include Transitional Kindergarten through Fifth grade with Heritage course in grades 6 & 7.
- Implemented Institute of Multi-Sensory Education (IMSE), an Orton Gillingham approach to teaching literacy, as intervention in class and in Learning Centers.

Professional Development for Teachers

Professional learning is provided to all teachers and administrators including additional hours funded through LCAP. Time is used to refine instruction and improve student outcomes over the course of the year. Instructional Coaches across content areas support teachers in implementing best practices into daily instruction.

Release time is provided for teachers to engage in Lesson Labs, Instructional Rounds, and focused professional learning topics. The COJUSD Professional Learning Calendar documents opportunities for professional development. Contracts with other experts in the field provide teachers and administrators with the opportunity to learn about effective practice. Teachers also have the opportunity to participate in TCOE workshops focused on State Standards and best practices.

Common Core Aligned Units of Study and Pacing Calendars

Google Drive houses all K-12 pacing guides aligned to Common Core Standards for English, Mathematics, History/Social Science, and Science. Resources are available to all teachers and administrators.
Criteria: The district has met the standard for progress in implementing California's new standards.

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Implementation of State Academic Standards (LCFF Priority 2)

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and report to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (Lowest to highest)

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

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

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

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

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

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

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

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

Additional Comments

Cutler-Orosi Joint Unified School District is committed to implementing California Common Core State Standards (CCSS) across all grade levels and subjects. The district has adopted CCSS-aligned instructional materials for ELA, ELD, Math, History-Social Science, and Science (K–12). Assessments are aligned to state standards to ensure accurate progress monitoring. Weekly Professional Learning Communities (PLCs) allow teachers to analyze data, adjust instruction, and collaborate on lesson planning. Ongoing professional development and daily support from instructional coaches build teacher capacity and ensure high-quality instruction. For the 2025–2026 school year, COJUSD is focused on "Great Instruction the First Time" (GIFT), emphasizing first-time instructional success and collaborative engagement strategies that minimize the need for reteaching. This effort is designed to ensure that all students, especially those from underserved populations.

Priority 7: Course Access

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

Evidence: Student access and enrollment in all required areas of study

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

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of stud that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, a applicable, including the programs and services developed and provided to unduplicated students and individual with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. **The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Cutler- Orosi Joint Unified School District (COJUSD) tracks the extent to which all students have access to and are enrolled in a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs through reviewing master schedules at each school, enrollment procedures and criteria for student course selection. In addition, an annual program evaluation report is presented to the School Board which includes course of study enrollment data.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

COJUSD is committed to offering a broad course of study to all students. Grades 1-6 follow a daily instructional schedule which includes English, Math, Science, & Social Studies. All students receive the required number of minutes in PE in all grades. VPA and Health education are integrated over the course of the school year. Classroom music, art projects, drama, oral interpretation, and winter/spring performances allow students to develop and showcase their talent. Health education topics are studied throughout the

year as students learn about their bodies, nutrition, fitness, and making good choices. The School nurse provides up to date health information and health screenings as required. In grades 6-8, students continue being offered a broad course of study. In addition to English Language Arts/ELD, Mathematics, Science, History/Social Science, and the required Physical Education courses. Students may select from a variety of additional courses: Band, Choir, Guitar, Leadership, AVID, Spanish, STEM, Agriculture, Yearbook, and Computer Science. Students are provided access to STEM enrichment activities at noon time by participating in Math Engineering Science Academy. Students also have access to after school enrichment activities which includes but are not limited to STEM projects, Robotics, dance, photography and a variety of other offerings. Grades 9-12 ensure students have access to A-G coursework as well as Dual Enrollment CORE/CTE opportunities.

3. Identification of any barriers preventing access to a broad course of study for all students.

While COJUSD has made significant progress in offering a broad course of study in all the content areas and grades, access to some courses are limited by individual student's academic progress. Students who are not yet at standard, such as English Learners, Students with Disabilities, and under-performing students who need intervention courses or need to repeat a course in 9-12, and those enrolled in the alternative education setting, have limited access to courses such as visual and performing arts or specialized secondary courses. Interventions are closely monitored in order to remove the supplemental support when appropriate so students are able to take a broader range courses. Every effort is made to extend a student's instructional day or provide interventions after school so that as many students as possible have access to a broader range of courses.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

As new content standards and frameworks are adopted by the State Board of Education, the district engages administrators and teachers in a review of the standards and instruction in that content. As new instructional materials are adopted, a thorough review process is conducted and instruction and instructional materials are upgraded; most recently, World Languages. The district has implemented a Spanish Dual Immersion program beginning with the 2018-19 school year in Kindergarten giving students access to world languages in elementary school.

1A. Requirements for Graduation and College Admission
1B. Current Year Enrollment in Mathematics
1C. Career Technical Education Courses
1D. Career Pathway Completers
1E. Dual Enrollment
1F. Current Year Enrollment in AVID
1G. Historical Enrollment in Visual and Performing Arts
1H. Dual Immersion
1I. Summer School

1A. Requirements for Graduation and College Admission

Subject	Statewide Requirements	Orosi High School Graduation Requirements	UC "a-g" Admission Eligibility (The minimum grade for UC Eligibility is C-)	CSU Eligibility Requirements
A. English	3 years (30 credits)	4 years (40 credits)	4 years	4 years
B. Math	2 years (20 credits)	3 years – must include one year of Algebra or Math 1 (30 credits)	3 years required (4 recommended)	3+ years
C. Science	2 years (20 credits)	2 years –one year of each Life Science and one year of Physical Science (20 credits)	2 years (3 recommended)– must be a laboratory science in at least two of three areas: Biology, Chemistry, or Physics	2+ years – must be a laboratory science including at least one year of physical and one year of biological science
D. Social Science	3 years (30 credits)	3 years: 10th grade: World History 11th grade: US History 12th grade: Economics/ Civics (30 credits)	2 years	2 years
E. World Language	One year World Language *OR* Fine Art (10 credits)	One year World Language *OR* Fine Art (10 credits)	2 years of same language (3 recommended)	2+ years of same language
F. Fine Art			1 year	1 year
Physical Education	2 years (20 credits)	2 years (20 credits)	n/a	n/a
G. Electives	*	110 credits *5 credits of Ethnic Studies % 2030	1 year from approved course list	1 year from approved course list
Other requirements		Community Service Hours (15 hours per year*) Senior Exit Interview Portfolio Presentation -Total of 260 credits	Tests: PSAT: October, 11th grade - SAT Reasoning plus SAT Subject Tests OR ACT plus SAT Subject Tests – 11th grade Spring and 12th grade Fall	Tests: - PSAT: (October, 11th grade) - SAT *or* ACT – 11th grade Spring and 12th grade Fall

Earning a diploma from Orosi High School requires the following:

1. Successful completion of at least 260 credits.
2. Successful completion of Senior Exit Interview and Portfolio Presentation
3. Community Service Hours (15 hours minimum per year, beginning with the class of 2017)

Exemptions from District-Adopted Graduation Requirements

LEAs must exempt eligible students from all coursework and additional requirements adopted by individual LEAs that are beyond what is required by California's Education Code to receive a high school diploma. A stated intent for easing graduation requirements to include only the state's minimum course requirements is to increase high school diploma attainment for students with disabilities, thereby potentially increasing their postsecondary and employment opportunities.

- A student is eligible for this exemption if their individualized education program (IEP) requires that the student:
  - Take the state's alternate assessment aligned to alternative achievement standards in grade 11; and
  - Complete state standards aligned coursework to meet the state's coursework requirements specified in Education Code Section 51225.3.
- Before a student with an IEP begins 10th grade, the IEP team must determine and notify the parent whether the student may be eligible to receive a high school diploma under this exemption.
- Note: eligible students who graduate with a high school diploma under this exemption still have a continuing right to a free appropriate public education (FAPE) until they age out of special education, despite their receipt of a diploma.

In addition, a foster youth, student experiencing homelessness, former juvenile court school students, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

1B. 2025-26 Current Year Enrollment in Mathematics (grades 9-12)

Course/Grade	9th	10th	11th	12th	Total
Math 1	267	36	19	9	331
Math 2	25	239	72	16	352
Math 3		29	193	46	268
Advanced Math			24	25	49
Calculus				26	26
Statistics				70	70
Business Finance				53	53
Quantitative Reasoning				46	46
Basic Math		1	10	9	20
Total	**292**	**305**	**318**	**300**	**1215**

The number of Juniors (91) enrolled in Math 1 & 2 continues to be a concern.

1C. Career Technical Education Courses

Course	2023-24 Total	2023-24 Male	2023-24 Female	2024-25 Total	2024-25 Male	2024-25 Female	2025-26 Total	2025-26 Male	2025-26 Female
Agriculture									
Ag Mechanics 1, 2, & 3	139	119	20	136	118	18	139	125	14
Ag Mech 4							10	9	1
Ag Science I	70	38	32	46	22	24	31	18	13
Ag Biology	62	35	27	50	25	25	25	11	14
Plant Science 1	30	21	9	54	35	19	36	17	19
Plant Science 2	N/A	N/A	N/A	N/A	N/A	N/A	47	31	16
Floral Design	62	27	35	83	33	50	30	14	16
Total Agriculture	**363**	**240**	**123**	**369**	**233**	**136**	**318**	**225**	**93**
Engineering, Computer Science & Robotics									
Intro to Eng. Design	42	35	7	31	27	4	24	17	7
Pr. Of Engr (POE)	33	28	5	31	24	7	32	28	4
EnDesg. Dev. (EDD)	32	26	6	29	24	5	25	20	5
Computer Science Engineering	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Robotics	56	44	12	36	34	2	27	25	2
Adv. Robotics	N/A	N/A	N/A	6	0	6	17	17	0
CADD I	53	40	13	38	33	5	25	23	2
Engineering Technician	N/A	N/A	N/A	1	1	0	1	1	0
STEM Physics and Engineering	N/A	N/A	N/A	N/A	N/A	N/A	17	14	3
Total Engr & CS	**216**	**173**	**43**	**173**	**150**	**23**	**168**	**145**	**23**

Health Sciences									
Principles of Biomedical Science	72	12	60	70	10	60	64	8	56
Sports Medicine	153	50	103	40	15	25	N/A	N/A	N/A
Advanced Sports Medicine	14	1	13	**10**	3	7	N/A	N/A	N/A
Human Body Systems	46	11	35	55	10	45	52	7	45
Medical Interventions	34	10	24	36	9	27	51	10	41
Biomedical Innovations	N/A	N/A	N/A	32	10	22	34	8	26
Nursing Assistant	35	4	31	32	8	24	30	1	29
Med Terms/EMR	55	14	41	54	13	41	47	10	37
Total Health Sciences	**409**	**102**	**307**	**347**	**97**	**250**	**278**	**44**	**234**
Business Finance									
Intro to Graphics Design	N/A	N/A	N/A	**83**	45	38	49	23	26
Digital Design	N/A	N/A	N/A	**78**	46	32	47	21	26
Graphic Design Productions	N/A	N/A	N/A	N/A	N/A	N/A	22	11	11
C&C Student Success Financial Lit	**61**	42	19	**50**	21	29	24	10	14
Total Business Finance	**61**	**42**	**19**	**211**	**112**	**99**	**142**	**65**	**77**
Education									
Introduction to Teaching	13	2	11	19	2	17	14	1	13
Total Education	**13**	**2**	**11**	**19**	**2**	**17**	**14**	**1**	**13**

Public Safety & Natural Resources									
Wildland Fire Fighting (Fire Science)	N/A	N/A	N/A	N/A	N/A	N/A	6	6	0
Urban Rural Firefighting	8	8	N/A	15	14	1	12	8	4
Criminal Justice (VROP)	34	15	19	35	10	25	54	24	30
Intro to Principles of Law	N/A	N/A	N/A	64	28	36	52	21	31
CSI	29	11	18	26	9	17	35	12	23
Forensics	**58**	23	35	N/A	N/A	N/A	N/A	N/A	N/A
Total Public Safety & Natural Resources	**129**	**57**	**72**	**140**	**61**	**79**	**159**	**71**	**88**
Arts Media and Entertainment: Video Production									
Photography	56	15	41	77	43	34	84	45	39
Advanced Photography	5	4	1	13	2	11	21	8	13
Digital Video Production	89	47	42	42	25	17	26	15	11
Advanced Video Production	26	13	13	31	19	12	25	13	12
Total Video Production	**176**	**79**	**97**	**163**	**89**	**74**	**156**	**81**	**75**
Systems Diagnostics, Service & Repair									
Automotive Technology	N/A	N/A	N/A	1	1	N/A	N/A	N/A	N/A
Diesel Mechanic 1/2	N/A	N/A	N/A	N/A	N/A	N/A	9	8	1
Aviation & Flight Science	6	4	2	6	5	1	3	2	1
Total Aviation	**6**	**4**	**2**	**6**	**5**	**1**	**12**	**10**	**2**

Construction Technology & Trades									
Total Construction Technology	44	42	2	40	39	1	37	34	3
Work Education Experience									
Total Work Education Experience	N/A	N/A	N/A	N/A	N/A	N/A	9	3	6
TOTAL CTE Enrollment	1356	722	634	1468	788	680	1293	679	614

The number of CTE course offerings continues to increase yearly to provide students elective career pathway opportunities across various industry sectors. However, the number of students enrolled in CTE courses in 2025-2026 is currently 1293 compared to 1468 in 2024-2025. This was a decrease of 175 students. There were several contributing factors that led to the decline of student enrollment in Career Technical Education elective courses. First, in 2025-2026, a variety of new Career Technical Education Elective Courses were offered: Work Education Experience (WEE), Diesel Mechanics I & II, and STEM Physics & Engineering. Some of these courses are shared with Dinuba High School via a Valley ROP Partnership; therefore, there are only 10 seats available for each high school. Second, this year English Language Learners were given a support ELD Course, in lieu of an elective course option to increase their mastery of English proficiency, that could also positively impact their passing rates across all disciplines. Third, the Patient Care Pathway elective courses in Sports Medicine and Advanced Sports Medicine were not offered as the district was unable to hire a qualified CTE Instructor.

1D. Career Pathway Completers (CALPADS Report 3.19)

Industry Sector	Pathway	OHS Career Pathway or Academy	2022-2023 Completers	2023-2024 Completers	2024-2025 Completers
Engineering & Architecture	Engineering & Design	AEGT	28	24	2
Engineering & Architecture	Engineering Technology	AEGT	N/A	N/A	4
Information & Communication Technologies	Software & Systems Development (Computer Science Engineering)	AEGT	N/A	N/A	N/A
Health Science & Medical Technology	Public & Community Health	AOHS	28	N/A	N/A
Health Science & Medical Technology	Patient Care	AOHS Nursing/Sp Med	8	40	33
Agriculture & Natural Resources	Agricultural Science	AOSA	16	20	N/A
Agriculture & Natural Resources	Agricultural Mechanics	AOSA	15	25	N/A

Public Services	Public Safety	Administration & Law	27	27	26
Public Services	Public Safety	Criminal Justice			
Public Services	Forestry & Natural Resources	Wildland Firefighting	3	4	2
Public Services	Emergency Response	Urban Rural Fire Fighting	6	3	12
Arts, Media and Entertainment	Design, Visual, and Media Arts	Video Production	12	18	29
Education, Child Development & Family Services	Education	Intro to Teaching	17	13	15
Construction Trades	Residential and Commercial Construction	Building Trades	13	29	30
Transportation	Systems Diagnostics, Services, and Repair	Aviation	N/A	5	N/A
Total			**158**	**184**	**153**

The number of pathway completers has decreased from 184 students in 2023-2024 to 153 students in 2024-2025. This was a decrease of 31 students. In 2024-2025, most of the Career Pathway Academy of Engineering and Green Technology students did not complete their sequence of courses in their program of study, due to the fact that Computer Sciences was not offered during their sophomore year. The district was not able to hire an engineering teacher, credentialed to teach this course.

1E. Dual Enrollment:

Cutler Orosi Joint Unified School District continues to have two separate post-secondary partnership agreements for Dual Enrollment. Several COJUSD teachers have been vetted as adjunct professors via the State Center Community College District and College of the Sequoias.

Number of Students Enrolled in a CTE College Credit Course and or College Credit Course Receiving College Credit from Valley ROP/State Center Community College District Partnership

CTE Course Title	Name of College	# of Units	2023-2024 Students Enrolled	2023-24 DE Reqs/Recd Credit	2024-2025 DE Students Enrolled	2024-25 DE Reqs/Recd Credit	2025-2026 DE Students Enrolled
College & Career Success: Financial Literacy	College of Sequoias	3 Units	45	45	49	49	24
VROP Aviation	Reedley College	3 Units	5	5	6	5	3

ROP Video Production	Fresno City College	3 Units	86	N/A	85	N/A	NA
Counseling 53	Reedley College	3 Units	28	28	28	29	N/A
Ag Science I (Animal Sci)	Reedley College	3 Units	72	48	100	26	N/A
Plant Science 2	Reedley College	3 Units	N/A	N/A	N/A	N/A	N/A
Plant Sci. 1 DE	Reedley College	3 Units	N/A	N/A	50	35	N/A
Ag Mechanics 2	Reedley College	3 Units	36	34	24	28	N/A
Ag Mechanics 1	Reedley College	3 Units	79	54	51	34	N/A
Urban Rural Fire Fighting	Reedley College	3 Units	4	4	12	12	12
Fire Science Wildland	Reedley College	3 Units	4	4	3	2	6
Criminal Justice	Reedley College	3 Units	32	N/A	32	1	54
Crime Scene Investigation (CSI)	Reedley College	3 Units	29	N/A	26	N/A	34
Introduction to Teaching	Reedley College	3 Units	13	13	18	16	N/A
Engineering Technician	Reedley College	3 Units	1	1	3	N/A	1
Engineering Development & Design	Reedley College	3 Units	32	32	39	29	25
CADD I	Reedley College	3 Units	48	28	38	38	25
Floral Design	Reedley College	3 Units	43	43	83	62	N/A
Nursing Assistant	Fresno City College	3 Units	40	N/A	32	31	30
Med Terms/ EMR	Fresno City College	3 Units	52	N/A	54	52	47
Ag Mech/Engr 3	Reedley College	3 Units	N/A	N/A	19	11	N/A
Ag Mech/Engr 4	Reedley College	3 Units	N/A	N/A	2	1	N/A
Automotive DE	Reedley College	3 Units	N/A	N/A	1	1	N/A
Total			**649**	**339**	**755**	**462**	**261**

The total number of students enrolled in a CTE college credit course in 2025-2026 is 261 students, which is a decrease of 201 students compared to 462 students in 2024-2025. The total number of students who received CTE college credit decreased, due to the following reasons: 1) In 2025-2026 the district hired three new Ag Teachers (all year 1 probationary teachers) whom community colleges will not vet in their first year of teaching. 2) The Arts Media and Entertainment Teacher, Construction Trades Teacher, and Intro to Teaching Teacher did not meet the minimum qualifications to be vetted as a dual enrollment instructor and 3) The Counseling 53 Course was not offered this year as the adjunct instructor did not have availability for the period offered at Orosi High School.

Number of Students Receiving CORE & General Education College Credit from College of Sequoias

CORE Course Title	# of Units	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
English 1 (DE)	4 Units	21	57	57	43	52	55
English 2 (DE)	3 Units	21	57	57	41	47	55
History 17	3 Units	14	20	20	N/A	NA	NA
History 18	3 Units	N/A	N/A	N/A	17	25	37
History 23	3 Units	18	20	20	41	23	37
Psychology 1	3 Units	22	N/A	N/A	9	6	7
Math 21 (Statistics - COS)	N/A	40	N/A	N/A	N/A	N/A	N/A
Math 11 (Statistics - Reedley) DE	3 Units	N/A	N/A	N/A	N/A	21	28
Human Development 121 (Spring) DE	2 Units	N/A	N/A	N/A	42	21	24
Child Development 39 (Fall) DE	3 Units	N/A	N/A	N/A	N/A	N/A	22
Child Development 42 (Spring) DE	3 Units	N/A	N/A	N/A	N/A	N/A	22
Total # of Students attaining Dual Enrollment Credit and meeting COS DE Requirements	**27 Units**	**153**	**154**	**154**	**193**	**174**	**259**

In 2025-2026, 259 students enrolled in CORE and General Education college credit courses from College of Sequoias compared to 2024-2025 when 174 students enrolled in CORE and General Education college credit. This was an increase of 85 students. There were two contributing factors. First, there was an increase in the number of students opting to enroll in community college credit courses, as they became aware of the Intersegmental General Education Transfer Curriculum (IGETC) Certification Requirements. This certification allows high school students to simultaneously earn high school credits and college credits, in order to meet CSU/ UC Entrance Requirements and earn their high school diploma. This allows students to get a jumpstart on their lower general education college credits, as a high school student. Second, Orosi High School was able to solidify an adjunct instructor from College of Sequoias to teach two Child Development college credit courses for the 2025-2026 school year, in order to expand our Career Pathway of Education.

Number of Students Enrolled in General Education College Credit (Dual Enrollment) from Reedley College

CORE Course Title	# of Units	2024-2025	2025-2026
History 12 (DE - US History)	3 Units	N/A	42
Poly Sci 2 (DE - Civics)	3 Units	N/A	27
Spanish 1 (DE)	3 Units	N/A	12
Art Appreciation I (DE)	3 Units	N/A	40
Math 11 (DE - Statistics)	3 Units	21	28
Total	15 Units	21	149

In 2025-2026, 149 students enrolled in General Education College Credit Courses (Dual Enrollment) from Reedley College, compared to 21 students enrolled in General Education College Credit Courses (Dual Enrollment) from Reedley College in 2024-2025. This is an increase of 128 students. This is the first year offering additional General Education

College Credit Courses from Reedley College, due to the College and Career Access Partnership (CCAP) Agreement and efforts to help students meet the thresholds to earn the Intersegmental General Education Transfer Curriculum (IGETC) Certification. The past two years, has been a process to get three Orosi high school instructors vetted to teach college credit courses and solidify two adjunct instructors from Reedley College able to teach on site, during this school year.

1F. 2025-2026 Current Year Enrollment in AVID & AVID EXCEL (noted in ())

Grade	Male	Female	2024-25 Total	Male	Female	2025-26 Total
6	15 (6)	15 (9)	30 (15)	12 (6)	12 (4)	24 (10)
7	13 (5)	18 (9)	31 (14)	19 (4)	21 (3)	40 (7)
8	12 (13)	18 (10)	30 (23)	18 (3)	23 (6)	41 (9)
9	17	40	57	18	40	58
10	14	35	49	11	35	46
11	14	39	53	13	31	43
12	13	30	43	13	35	48
Total	**98 (24)**	**195 (28)**	**293 (52)**	**104 (13)**	**197 (13)**	**301 (26)**

AVID enrollment has remained consistent. AVID Excel enrollment decreased due to the amount of English Learners who met criteria for Redesignation.

1G. Enrollment in Visual and Performing Arts Courses

School/ Course	Male	Female	2023-24	Male	Female	2024-25	Male	Female	2025-26
Elementary Music	429	422	851	649	663	1312	635	675	1310
Elementary VAPA	542	504	1046	776	791	1567	746	763	1509
5th grade band	43	47	90	36	45	81	35	41	76
Elementary Total	**583**	**545**	**1128**	**1461**	**1499**	**2960**	**1416**	**1479**	**2895**
Choir	2	30	32	7	27	34	10	28	38
Guitar	22	5	27	27	9	36	25	14	39
Women's Ensemble	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Men's Ensemble	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Beg. Band	32	17	49	38	20	58	14	6	20
Int. Band	N/A	N/A	N/A	9	6	15	20	18	38
Adv. Band	34	17	51	36	21	57	28	22	50
Art 2 (MS)	N/A	N/A	N/A	N/A	N/A	N/A	4	19	23
Art 1 (MS)	75	128	203	81	140	221	92	114	206
EMMS Total	**163**	**198**	**361**	**198**	**223**	**421**	**193**	**221**	**414**

Art/3-D Design 1	59	67	126	104	129	233	104	75	179
Art 2, 3 and AP Art	13	24	37	13	20	33	37	38	75
3-D Design 2, 3 AP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Photography	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Photography	17	39	56	44	35	79	45	39	84
Adv. Photography	4	1	5	2	11	13	8	13	21
Guitar	55	19	74	35	8	43	32	6	38
Intermediate Guitar	25	9	34	36	10	46	32	10	42
Symphonic Band	55	40	95	62	40	102	67	53	120
Mariachi	14	23	37	20	26	46	20	20	40
Dance Elements and Interp	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28	28
Concert Choir	3	27	30	5	22	27	1	15	16
OHS Total	**221**	**207**	**428**	**321**	**301**	**622**	**346**	**297**	**643**

Enrollment in Visual and Performing Arts has increased in the secondary. Starting in the 2024-25 school year all students in Kindergarten through fifth grade are offered Science Technology Engineering Mathematic (STEM), Music, and Visual and Performing Arts (VAPA) as part of an extended school day. Fifth grade students are offered a full year of instrumental band or a semester of both STEM and VAPA.

1H. Dual Immersion

Grade	2022-2023	2023-2024	2024-2025	2025-2026
TK	43	47	47	44
K	96	93	89	89
1st	92	95	92	82
2nd	89	85	89	89
3rd	83	95	84	84
4th	74	93	96	84
5th		81	85	92
6th- Elective (Y1)			26	28
7th- Elective (Y2)				28
COJUSD Total	**477**	**589**	**608**	**620**

The Dual Immersion Program has reached its eighth year of operation. As of the 2023-2024 school year, the program has fully expanded to include every grade from Transitional Kindergarten through fifth grade, marking a complete elementary pathway for dual language learners. This growth is reflected in the enrollment numbers, which show a substantial increase from 477 students in 2022-2023 to 589 students in 2023-2024 when the fifth grade was added. The current year, 2025-2026, maintains a similar enrollment level with 564 students, demonstrating stability in the program's size. Importantly, the program continues to have capacity to welcome Newcomers who enroll in the district and commit to the Dual Immersion Program, ensuring accessibility for new families joining the community. This consistent enrollment and ability to accommodate new students highlight the program's successful establishment and ongoing appeal within the district. Students who complete 5th grade Dual Immersion have the option to enroll in the Dual Immersion Heritage Spanish Class at El Monte Middle School to continue their journey in biliteracy. A cohort of 28 students are enrolled in both the 6th and 7th grade Spanish Heritage course.

1l. Summer School Enrollment

	2022-2023				2023-2024				2024-2025			
Grade	Cutler	Golden Valley	Palm	Total	Cutler	Golden Valley	Palm	Total	Cutler	Golden Valley	Palm	Total
TK	12	11	10	33	8	9	7	24	17	25	17	59
K	21	28	21	70	25	28	38	91	19	21	21	61
1	37	31	18	86	33	35	33	101	32	36	30	98
2	22	34	22	78	37	33	17	87	36	41	34	111
3	28	31	22	81	29	33	33	95	36	34	21	91
4	22	30	26	78	31	28	24	83	32	30	32	94
5	22	26	30	78	27	33	26	86	33	23	29	85
Total	164	191	149	504	190	199	178	587	205	210	184	599

Overall summer school enrollment has consistently increased over the past three years. The data shows a significant increase of 12.5% from 2022-2023 to 2023-2024, followed by a slower but continued growth of 5.64% from 2023-2024 to 2024-2025. All three schools have seen an increase in enrollment since 2022-2023, with Golden Valley consistently having the highest number of students. Cutler saw the most significant growth, with an increase from 2023-2024 to 2024-2025.The significant fluctuations in TK and K enrollment should be investigated. It's recommended to analyze the reasons behind these changes. This could involve surveying parents or conducting a deeper dive into the district's demographic data to understand potential enrollment factors, and adjust marketing efforts for those specific grade levels.

	2022-2023			2023-2024			2024 - 2025		
Grade	El Monte	Orosi & Lovell High	Total	El Monte	Orosi & Lovell High	Total	El Monte	Orosi & Lovell High	Total
6	76		76	100		100	67		67
7	93		93	98		98	67		67
8	19	47*	19	62		62	41		41
9		151			74			110	110
10		76			106			226	226
11		112			86			173	173
12		2			4			1	1
Total	188	341		260	270	260	175	510	685

Overall enrollment has shown significant fluctuations over the past three years. After a decline of 7.99% from 2022-2023 to 2023-2024, enrollment surged by 35.47% in 2024-2025, reaching a three-year high of 718 students. El Monte: Enrollment at El Monte has generally decreased. After a slight increase in 2023-2024, it dropped significantly in 2024-2025. Orosi & Lovell High: This school has shown a very positive trend, with a substantial surge in enrollment in 2024-2025, reaching 543 students. Given the declining enrollment at El Monte, a deeper investigation into the reasons for the drop in 2024-2025 is necessary. It is recommended to survey parents and school staff to identify potential barriers to enrollment, such as transportation issues, lack of program awareness, or a mismatch between program offerings and student needs.

Pupil Outcomes:

Student Achievement
Other Student Outcomes

PUPIL OUTCOMES

Priority 4: Pupil Achievement

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Required Data

1. Performance on standardized tests (CAASPP)
   1A. California Assessment of Student Progress and Performance (CAASPP) Results- English Language Arts: Overall
   1B. California Assessment of Student Progress and Performance (CAASPP) Results- English Language Arts: English Learners
   1C. California Assessment of Student Progress and Performance (CAASPP) Results- Mathematics: Overall
   1D. California Assessment of Student Progress and Performance (CAASPP) Results- Mathematics: English Learners
   1E California Science Test (CAST) Results: Overall.
   1F. California Science Test (CAST) Results: English Learners
2. ELPAC Results
   2A. ELPAC results by grade level
   2B. ELPAC results by Language Proficiency level
3. English Learner Data
   3A. EL Reclassification Rate
   3B. Long-Term English Learners (LTEL) by Grade
   3C. LTEL State and County Comparison
4. Independent Study Data
5. College and Career Ready Students
6. Number of students determined prepared for college by the Early Assessment Program
7. Number of the students that pass Advanced Placement exams with 3 or higher
8. Number of graduating seniors receiving the State Seal of Biliteracy
9. Number of graduating seniors receiving the Golden State Seal Merit Diploma

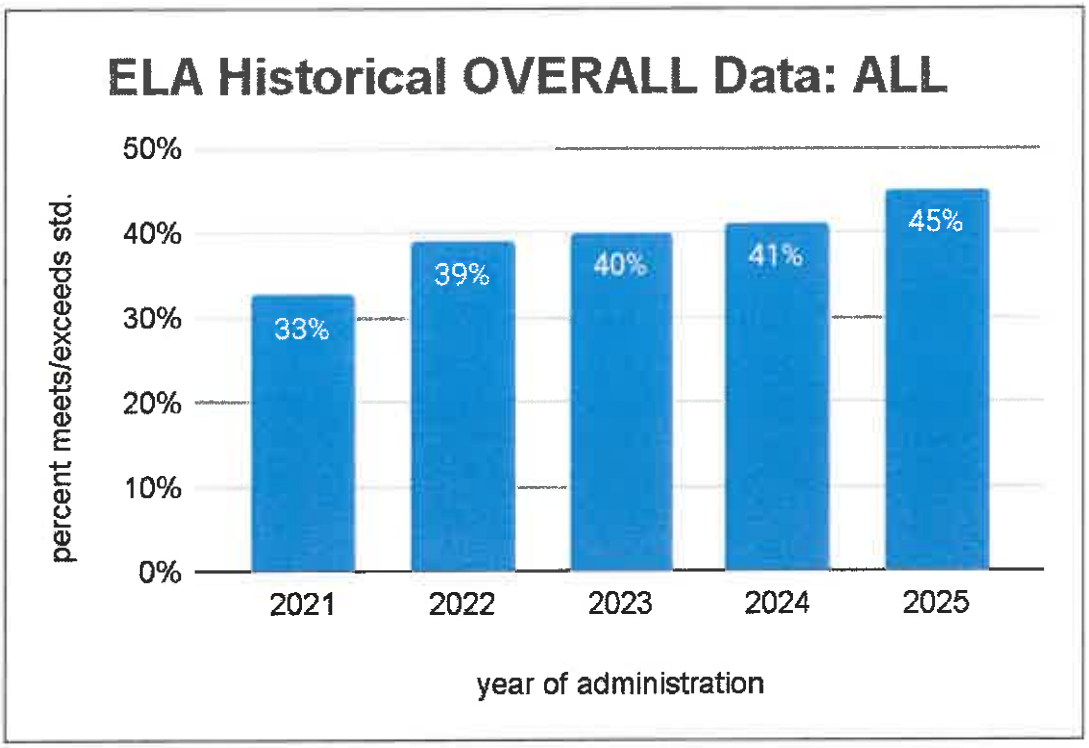
Additional measures in COJUSD:

10. Grade level proficiency & student academic growth information on local assessments
    Benchmark Assessment System – Reading Level Assessment – grades K-5
11. Graduation and Dropout Rate

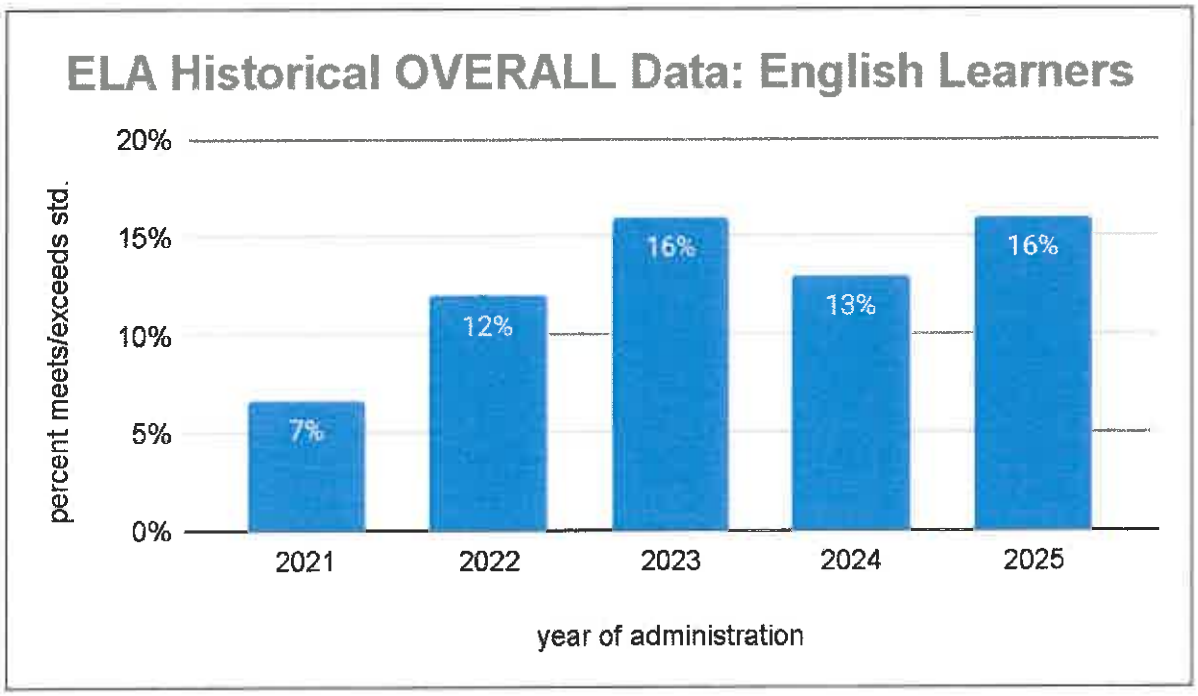
1. CAASPP Test Results:

The CAASPP measures the achievement of the California CCSS in English/Language Arts and Mathematics in grades 3-8 and 11.The short form of the CAASPP assessment was administered in the Spring of 2025. The overall percentage of students meeting/exceeding standard in English Language Arts increased

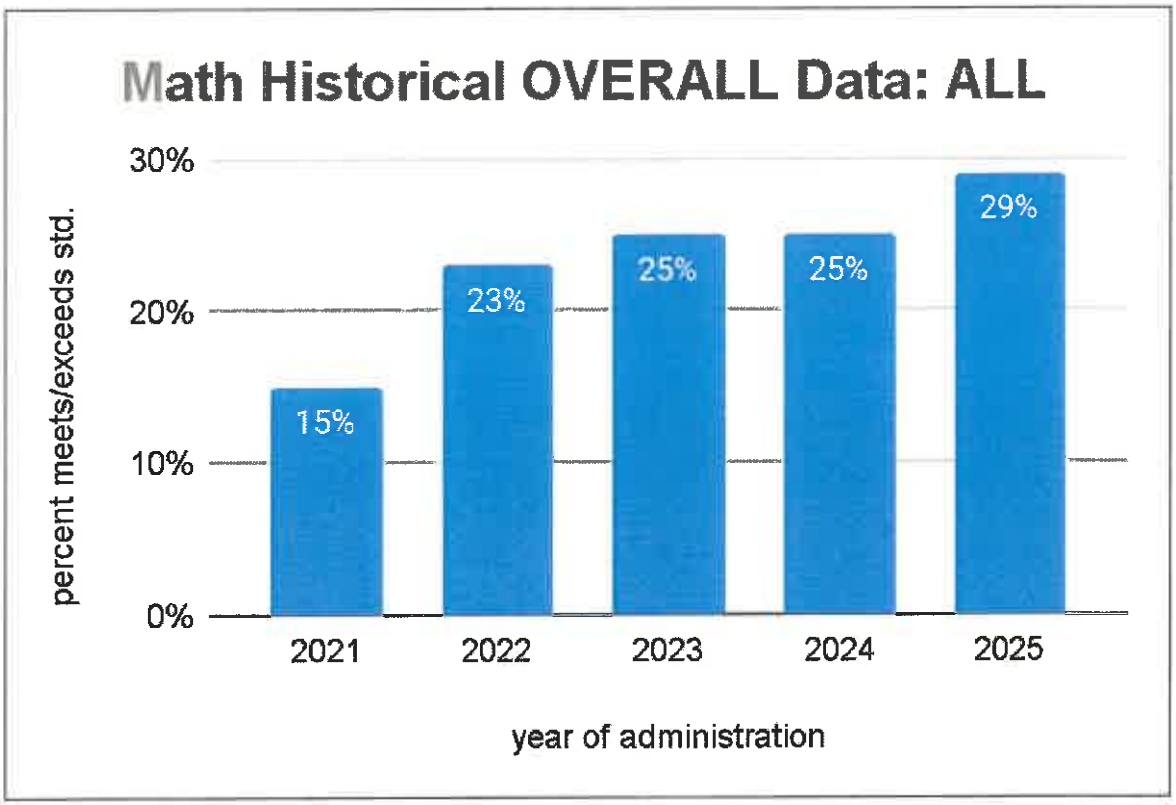
1A. California Assessment of Student Progress and Performance (CAASPP) Results - English Language Arts - All Students



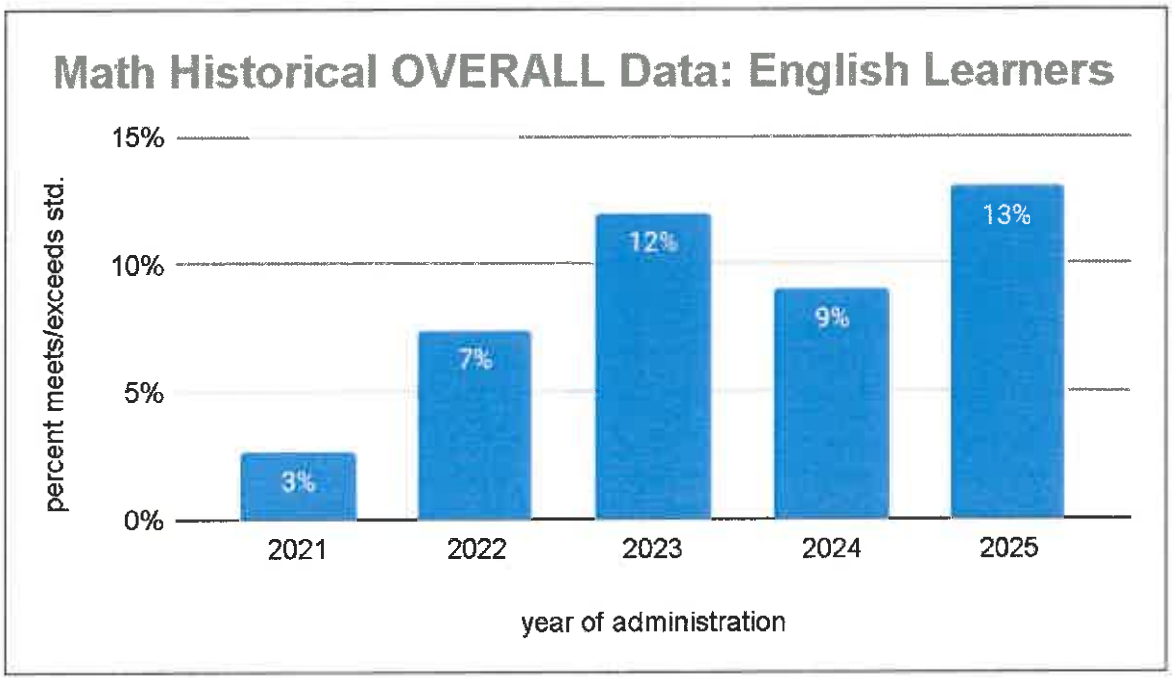
1B. California Assessment of Student Progress and Performance (CAASPP) Results - English Language Arts - English Learners



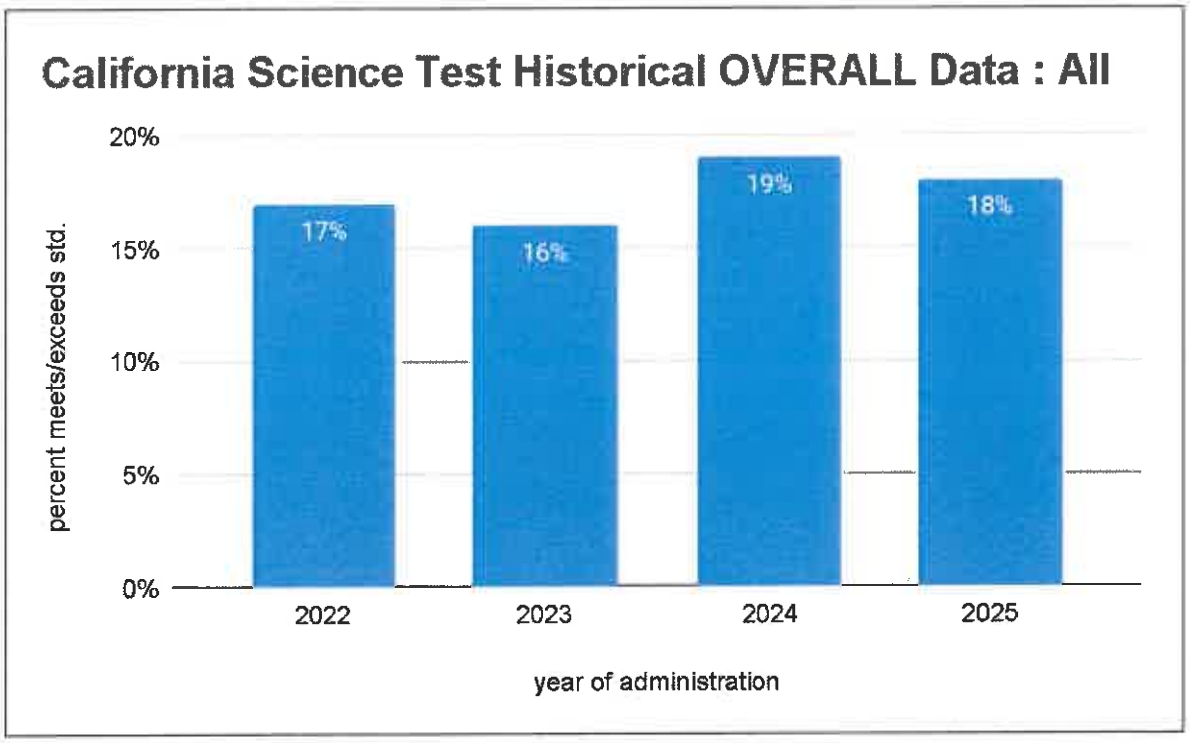
1C. California Assessment of Student Progress and Performance (CAASPP) Results - Mathematics - All Students



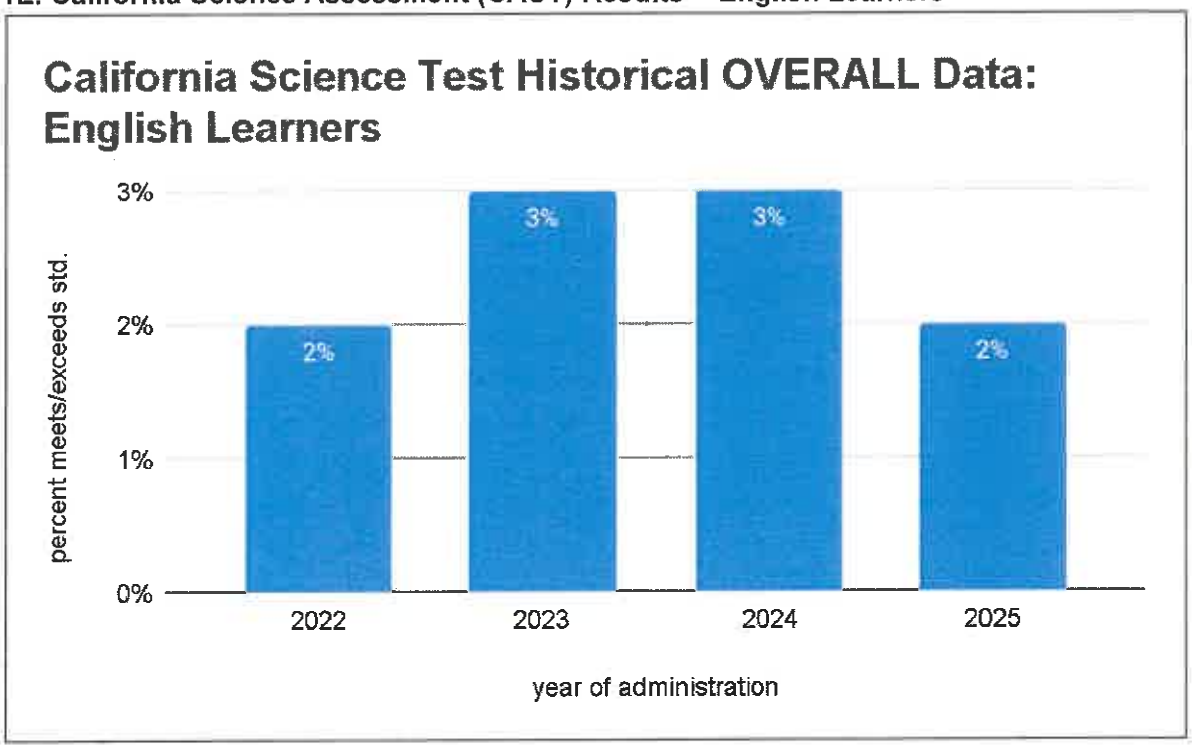
1D. California Assessment of Student Progress and Performance (CAASPP) Results - Mathematics - English Learners



1E. California Science Assessment (CAST) Results - Overall



1E. California Science Assessment (CAST) Results - English Learners



CAASPP Results 4-Year Comparison By Site - English Language Arts

3rd Grade - All

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	26%	20%	19%	15%		18%	22%	11%	21%		12%	25%	34%	28%		20%	22%	21%	21%	
Standard Met	15%	13%	10%	20%	5%	13%	17%	21%	13%	5%	17%	19%	17%	16%	5%	15%	16%	16%	17%	6%
Standard Nearly Met	23%	21%	23%	23%		27%	23%	27%	22%		19%	23%	21%	19%		21%	22%	24%	21%	
Standard Not Met	36%	47%	48%	42%		37%	38%	41%	43%		32%	33%	28%	37%		35%	39%	39%	41%	
Number Tested	111	84	86	90		89	101	105	104		73	82	94	93		272	267	285	290	

3rd Grade - EL

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	10%	10%	7%	3%		5%	6%	4%	4%		21%	10%	14%	5%		11%	8%	8%	4%	
Standard Met	18%	4%	9%	16%	14%	13%	18%	17%	13%	4%	14%	10%	14%	20%	14%	16%	11%	13%	16%	6%
Standard Nearly Met	16%	25%	21%	18%		18%	31%	30%	20%		17%	29%	31%	24%		17%	28%	27%	21%	
Standard Not Met	55%	62%	63%	63%		63%	45%	48%	63%		48%	51%	40%	51%		56%	53%	51%	59%	
Number Tested	49	50	56	38		38	47	46	46		29	41	42	41		116	138	144	125	

3rd Grade - SWD

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	*	0%	*	0%		*	17%	*	*		*	13%	*	*		17%	10%	10%	0%	
Standard Met	*	11%	*	0%	N/A	*	17%	*	*	N/A	*	0%	*	*	N/A	7%	10%	10%	0%	4%
Standard Nearly Met	*	11%	*	14%		*	0%	*	*		*	25%	*	*		10%	10%	15%	16%	
Standard Not Met	*	78%	*	86%		*	67%	*	*		*	63%	*	*		66%	69%	65%	84%	
Number Tested	10	9	8	14		8	12	5	9		11	8	9	*		29	29	20	31	

4th Grade - All

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	18%	17%	10%	11%		21%	15%	18%	4%		28%	18%	25%	21%		21%	17%	16%	11%	
Standard Met	26%	14%	18%	23%	13%	25%	23%	16%	16%	9%	21%	31%	21%	24%	7%	27%	23%	18%	20%	8%
Standard Nearly Met	18%	25%	18%	18%		16%	28%	20%	25%		19%	16%	18%	16%		18%	19%	19%	21%	
Standard Not Met	36%	44%	54%	47%		39%	44%	46%	55%		32%	35%	35%	39%		34%	41%	46%	47%	
Number Tested	92	92	90	90		97	97	95	110		88	83	89	86		274	282	274	289	

4th Grade - EL

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	4%	5%	0%	6%		3%	3%	3%	0%		12%	0%	11%	10%		7%	3%	5%	5%	
Standard Met	18%	16%	3%	17%	4%	21%	8%	3%	10%	11%	21%	13%	24%	19%	21%	20%	13%	10%	15%	11%
Standard Nearly Met	25%	28%	16%	20%		19%	25%	14%	14%		24%	16%	18%	24%		23%	24%	15%	20%	
Standard Not Met	53%	51%	81%	57%		56%	64%	81%	76%		43%	71%	50%	48%		50%	60%	70%	61%	
Number Tested	51	57	32	54		42	36	37	50		42	30	38	42		135	123	107	148	

4th Grade - SWD

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	*	0%	0%	*		*	0%	*	0%		*	0%	*	0%		13%	0%	0%	0%	
Standard Met	*	0%	0%	*	N/A	*	40%	*	0%	N/A	*	18%	*	8%	N/A	22%	18%	13%	8%	4%
Standard Nearly Met	*	0%	0%	*		*	0%	*	0%		*	9%	*	0%		22%	5%	19%	0%	
Standard Not Met	*	100%	100%	*		*	60%	*	100%		*	73%	*	92%		43%	77%	69%	94%	
Number Tested	7	6	13	9		7	5	10	13		9	11	9	12		23	22	32	34	

5th Grade - All

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	10%	8%	12%	16%		16%	24%	15%	17%		24%	17%	18%	12%		17%	17%	15%	15%	
Standard Met	16%	20%	35%	27%	-3%	34%	30%	21%	30%	4%	24%	33%	34%	24%	-2%	25%	28%	29%	27%	-1%
Standard Nearly Met	26%	20%	23%	21%		26%	18%	25%	26%		31%	18%	22%	23%		27%	18%	23%	23%	
Standard Not Met	48%	52%	31%	36%		24%	28%	39%	27%		21%	33%	25%	42%		31%	37%	32%	35%	
Number Tested	93	84	84	86		98	94	111	103		96	89	87	101		284	269	282	290	

5th Grade - EL

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	0%	0%	2%	3%		3%	0%	2%	0%		4%	0%	5%	0%		1%	0%	3%	1%	
Standard Met	6%	9%	26%	18%	-3%	12%	16%	15%	9%	5%	11%	21%	24%	13%	-7%	12%	15%	21%	13%	-2%
Standard Nearly Met	25%	16%	21%	21%		30%	32%	35%	27%		54%	14%	37%	13%		34%	21%	31%	20%	
Standard Not Met	69%	75%	50%	58%		47%	51%	48%	64%		32%	66%	34%	74%		53%	63%	45%	66%	
Number Tested	48	32	42	34		33	35	48	33		28	29	38	39		106	96	128	106	

5th Grade - SWD

English Language Arts	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	*	0%	*	*		*	9%	*	*		*	0%	*	*		4%	0%	4%	0%	
Standard Met	*	0%	*	*	N/A	*	45%	*	*	N/A	*	25%	*	*	N/A	29%	23%	4%	6%	-4%
Standard Nearly Met	*	8%	*	*		*	9%	*	*		*	25%	*	*		29%	13%	30%	0%	
Standard Not Met	*	92%	*	*		*	45%	*	*		*	50%	*	*		38%	65%	61%	94%	
Number Tested	8	12	4	8		10	11	10	*		10	8	9	*		28	31	23	16	

El Monte Middle School - All

English Language Arts	6th Grade 2025	6th Grade 2024	6th Grade 2023	6th Grade 2022	6th Grade Change	7th Grade 2025	7th Grade 2024	7th Grade 2023	7th Grade 2022	7th Grade Change	8th Grade 2025	8th Grade 2024	8th Grade 2023	8th Grade 2022	8th Grade Change
Standard Exceeded	15%	11%	8%	10%		10%	8%	12%	8%		8%	10%	10%	12%	
Standard Met	28%	26%	31%	23%	4%	36%	29%	24%	32%	9%	29%	26%	27%	33%	5%
Standard Nearly Met	18%	30%	30%	27%		25%	27%	21%	18%		19%	22%	21%	25%	
Standard Not Met	38%	32%	31%	40%		29%	36%	43%	42%		34%	41%	42%	30%	
Number Tested	273	282	287	309		277	274	309	320		279	307	319	300	

El Monte Middle School - EL

English Language Arts	6th Grade 2025	6th Grade 2024	6th Grade 2023	6th Grade 2022	6th Grade Change	7th Grade 2025	7th Grade 2024	7th Grade 2023	7th Grade 2022	7th Grade Change	8th Grade 2025	8th Grade 2024	8th Grade 2023	8th Grade 2022	8th Grade Change
Standard Exceeded	1%	1%	0%	1%		0%	0%	0%	0%		0%	0%	0%	0%	
Standard Met	5%	10%	19%	6%	-4%	16%	7%	10%	5%	5%	6%	4%	5%	4%	1%
Standard Nearly Met	15%	31%	22%	26%		30%	16%	14%	26%		18%	23%	22%	27%	
Standard Not Met	79%	58%	60%	67%		54%	77%	77%	69%		76%	73%	74%	68%	
Number Tested	85	98	102	104		90	73	103	107		76	96	107	73	

El Monte Middle School - SWD

English Language Arts	6th Grade 2025	6th Grade 2024	6th Grade 2023	6th Grade 2022	6th Grade Change	7th Grade 2025	7th Grade 2024	7th Grade 2023	7th Grade 2022	7th Grade Change	8th Grade 2025	8th Grade 2024	8th Grade 2023	8th Grade 2022	8th Grade Change
Standard Exceeded	0%	4%	0%	0%		4%	0%	0%	0%		0%	0%	0%	0%	
Standard Met	10%	8%	6%	0%	3%	0%	18%	0%	0%	-14%	0%	0%	0%	0%	0%
Standard Nearly Met	21%	8%	0%	9%		17%	18%	0%	13%		18%	0%	11%	0%	
Standard Not Met	68%	79%	94%	91%		79%	65%	100%	88%		82%	100%	89%	100%	
Number Tested	29	23	17	23		24	16	25	32		17	26	27	22	

11th Grade - All

English Language Arts	Cutler-Palm 2025	Cutler-Palm 2024	Cutler-Palm 2023	Cutler-Palm 2022	Cutler-Palm Change	Duet 2025	Duet 2024	Duet 2023	Duet 2022	Duet Change	Education 2025	Education 2024	Education 2023	Education 2022	Education Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	21%	23%	21%	22%		0%	0%	2%	0%		*	*	*	*		19%	21%	17%	20%	
Standard Met	36%	38%	40%	28%	-4%	12%	13%	8%	4%	-11%	*	*	*	*	N/A	34%	36%	33%	26%	-4%
Standard Nearly Met	22%	24%	21%	25%		19%	13%	26%	46%		*	*	*	*		21%	23%	23%	28%	
Standard Not Met	20%	16%	18%	24%		69%	75%	64%	50%		*	*	*	*		26%	21%	27%	26%	
Number Tested	261	206	230	255		26	15	53	26		10	4	*	*		299	221	287	290	

11th Grade - EL

English Language Arts	Cutler-Palm 2025	Cutler-Palm 2024	Cutler-Palm 2023	Cutler-Palm 2022	Cutler-Palm Change	Duet 2025	Duet 2024	Duet 2023	Duet 2022	Duet Change	Education 2025	Education 2024	Education 2023	Education 2022	Education Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	0%	2%	0%	0%		0%	0%	0%	0%		N/A	N/A	N/A	*		0%	2%	0%	2%	
Standard Met	9%	13%	17%	9%	-4%	6%	0%	0%	0%	6%	N/A	N/A	N/A	*	N/A	8%	11%	11%	10%	-4%
Standard Nearly Met	33%	40%	31%	39%		6%	0%	19%	42%		N/A	N/A	N/A	*		25%	33%	27%	25%	
Standard Not Met	59%	44%	52%	52%		88%	100%	81%	58%		N/A	N/A	N/A	*		68%	54%	63%	63%	
Number Tested	58	43	52	66		16	8	31	12		N/A	N/A	N/A	*		80	51	83		

11th Grade - SWD

English Language Arts	Cutler-Palm 2025	Cutler-Palm 2024	Cutler-Palm 2023	Cutler-Palm 2022	Cutler-Palm Change	Duet 2025	Duet 2024	Duet 2023	Duet 2022	Duet Change	Education 2025	Education 2024	Education 2023	Education 2022	Education Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	0%	0%	5%	0%		*	N/A	*	*		N/A	N/A	*	*		0%	0%	4%	0%	
Standard Met	0%	15%	10%	13%	-15%	*	N/A	*	*	N/A	N/A	N/A	*	*	N/A	0%	15%	13%	12%	-11%
Standard Nearly Met	0%	0%	14%	17%		*	N/A	*	*		N/A	N/A	*	*		0%	0%	13%	19%	
Standard Not Met	100%	85%	71%	70%		*	N/A	*	*		N/A	N/A	*	*		100%	85%	71%	69%	
Number Tested	11	13	21	23		N/A	N/A	*	*		N/A	N/A	*	*		18	13	24	26	

	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
District Overall Met/Exceed	45%	41%	40%	39%	6%
District Overall Met/Exceed - EL	16%	13%	16%	12%	3%

CAASPP Results 4-Year Comparison By Site - Mathematics

3rd Grade - All

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	25%	9%	8%	9%		22%	22%	14%	20%		24%	23%	30%	10%		24%	18%	17%	13%	
Standard Met	30%	19%	20%	21%	27%	30%	24%	28%	20%	8%	31%	25%	24%	32%	6%	30%	23%	24%	24%	13%
Standard Nearly Met	14%	16%	19%	23%		15%	24%	17%	18%		14%	18%	17%	20%		14%	19%	18%	20%	
Standard Not Met	32%	57%	53%	48%		33%	31%	41%	43%		32%	34%	29%	39%		32%	40%	41%	43%	
Number Tested	111	84	89	92		91	101	106	104		72	82	93	92		274	267	288	290	

3rd Grade - EL

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	14%	3%	2%	3%		10%	13%	2%	11%		3%	12%	12%	3%		10%	9%	5%	6%	
Standard Met	27%	14%	17%	21%	24%	20%	13%	36%	13%	4%	31%	15%	27%	18%	7%	25%	14%	26%	17%	12%
Standard Nearly Met	18%	12%	17%	18%		18%	31%	15%	15%		17%	22%	15%	28%		18%	21%	18%	20%	
Standard Not Met	41%	71%	64%	58%		53%	42%	47%	61%		48%	51%	46%	53%		47%	56%	50%	57%	
Number Tested	49	50	59	38		40	47	47	46		29	41	41	40		118	138	147	124	

3rd Grade - SWD

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	*	0%	*	0%		*	8%	*	*		*	*	*	*		14%	3%	5%	0%	
Standard Met	*	0%	*	7%	N/A	*	25%	*	*	N/A	*	*	*	*	N/A	17%	14%	10%	3%	14%
Standard Nearly Met	*	22%	*	7%		*	17%	*	*		*	*	*	*		0%	17%	20%	19%	
Standard Not Met	*	78%	*	86%		*	50%	*	*		*	*	*	*		69%	66%	65%	77%	
Number Tested	10	9	6	14		9	12	5	9		10	8	9	8		29	29	20	31	

4th Grade - All

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	10%	6%	7%	4%		4%	4%	8%	4%		10%	12%	7%	11%		9%	8%	7%	6%	
Standard Met	23%	18%	21%	17%	5%	17%	14%	21%	10%	3%	18%	31%	29%	25%	8%	25%	21%	24%	16%	6%
Standard Nearly Met	26%	33%	32%	40%		35%	31%	31%	30%		25%	31%	39%	27%		29%	32%	34%	32%	
Standard Not Met	41%	43%	41%	39%		42%	51%	40%	56%		28%	25%	25%	38%		37%	40%	35%	45%	
Number Tested	91	92	91	90		99	98	95	110		87	94	89	85		277	284	275	288	

4th Grade - EL

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	6%	0%	6%	4%		0%	0%	3%	0%		7%	0%	3%	0%		4%	0%	4%	1%	
Standard Met	11%	9%	6%	9%	5%	12%	11%	6%	6%	1%	22%	19%	18%	21%	10%	14%	12%	10%	11%	7%
Standard Nearly Met	25%	36%	24%	39%		30%	26%	27%	20%		29%	26%	45%	31%		28%	31%	32%	30%	
Standard Not Met	58%	55%	64%	48%		69%	63%	65%	74%		41%	55%	34%	48%		54%	57%	54%	57%	
Number Tested	53	57	33	54		44	36	37	50		41	30	38	42		138	123	108	146	

4th Grade - SWD

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	*	*	8%	*		*	0%	*	0%		*	0%	*	0%		9%	0%	3%	0%	
Standard Met	*	*	0%	*	N/A	*	0%	*	0%	N/A	*	27%	*	0%	N/A	22%	14%	13%	3%	16%
Standard Nearly Met	*	*	8%	*		*	40%	*	15%		*	9%	*	25%		35%	18%	16%	15%	
Standard Not Met	*	*	85%	*		*	60%	*	85%		*	64%	*	75%		36%	68%	69%	82%	
Number Tested	7	6	13	*		7	5	10	13		9	11	9	12		23	22	32	34	

5th Grade - All

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	12%	4%	7%	6%		36%	22%	14%	9%		25%	11%	17%	12%		22%	13%	13%	9%	
Standard Met	5%	11%	7%	8%	2%	16%	18%	22%	17%	6%	16%	25%	20%	13%	3%	12%	18%	17%	13%	4%
Standard Nearly Met	20%	25%	26%	31%		17%	28%	30%	42%		25%	31%	30%	27%		21%	28%	29%	33%	
Standard Not Met	63%	60%	60%	55%		38%	33%	35%	32%		34%	33%	33%	49%		45%	42%	42%	44%	
Number Tested	95	86	85	86		96	94	110	103		95	89	88	101		286	269	283	290	

5th Grade - EL

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	0%	0%	5%	0%		10%	3%	2%	0%		11%	0%	0%	5%		6%	1%	2%	2%	
Standard Met	2%	3%	7%	0%	-1%	12%	8%	19%	6%	12%	7%	7%	18%	0%		6%	6%	15%	2%	5%
Standard Nearly Met	8%	5%	16%	18%		17%	38%	32%	33%		21%	38%	31%	26%		14%	26%	26%	25%	
Standard Not Met	90%	92%	72%	82%		60%	51%	47%	61%		61%	55%	51%	68%		74%	67%	57%	71%	
Number Tested	50	32	43	34		39	35	47	33		28	29	39	39		108	96	129	106	

5th Grade - SWD

Math	Cutler 2025	Cutler 2024	Cutler 2023	Cutler 2022	Cutler Change	Golden Valley 2025	Golden Valley 2024	Golden Valley 2023	Golden Valley 2022	Golden Valley Change	Palm 2025	Palm 2024	Palm 2023	Palm 2022	Palm Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	*	0%	*	*		*	9%	*	*		*	*	*	*		4%	3%	0%	0%	
Standard Met	*	0%	*	*	N/A	*	27%	*	*	N/A	*	*	*	*	N/A	14%	16%	9%	3%	-1%
Standard Nearly Met	*	8%	*	*		*	18%	*	*		*	*	*	*		29%	19%	17%	19%	
Standard Not Met	*	92%	*	*		*	45%	*	*		*	*	*	*		54%	61%	74%	81%	
Number Tested	8	12	4	*		10	11	10	*		10	8	9	10		28	31	23	16	

El Monte Middle School - All

Math	6th Grade 2025	6th Grade 2024	6th Grade 2023	6th Grade 2022	6th Grade Change	7th Grade 2025	7th Grade 2024	7th Grade 2023	7th Grade 2022	7th Grade Change	8th Grade 2025	8th Grade 2024	8th Grade 2023	8th Grade 2022	8th Grade Change
Standard Exceeded	10%	8%	5%	6%		6%	5%	4%	3%		11%	9%	9%	14%	
Standard Met	16%	13%	12%	16%	-5%	10%	10%	11%	10%	1%	18%	14%	15%	10%	3%
Standard Nearly Met	28%	31%	29%	23%		29%	28%	22%	21%		26%	24%	21%	21%	
Standard Not Met	46%	49%	55%	55%		54%	57%	63%	66%		49%	53%	55%	66%	
Number Tested	278	283	289	311		279	274	309	320		284	303	319	320	

El Monte Middle School - EL

Math	6th Grade 2025	6th Grade 2024	6th Grade 2023	6th Grade 2022	6th Grade Change	7th Grade 2025	7th Grade 2024	7th Grade 2023	7th Grade 2022	7th Grade Change	8th Grade 2025	8th Grade 2024	8th Grade 2023	8th Grade 2022	8th Grade Change
Standard Exceeded	0%	0%	2%	0%		0%	0%	0%	0%		0%	0%	1%	0%	
Standard Met	2%	8%	3%	5%	-4%	1%	0%	0%	0%	1%	2%	2%	3%	0%	0%
Standard Nearly Met	14%	17%	14%	11%		14%	14%	5%	7%		14%	14%	11%	12%	
Standard Not Met	84%	75%	81%	84%		85%	86%	95%	93%		84%	84%	85%	88%	
Number Tested	91	99	105	106		92	74	104	108		81	93	108	75	

El Monte Middle School - SWD

Math	6th Grade 2025	6th Grade 2024	6th Grade 2023	6th Grade 2022	6th Grade Change	7th Grade 2025	7th Grade 2024	7th Grade 2023	7th Grade 2022	7th Grade Change	8th Grade 2025	8th Grade 2024	8th Grade 2023	8th Grade 2022	8th Grade Change
Standard Exceeded	0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%	
Standard Met	7%	4%	0%	4%	1%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%
Standard Nearly Met	10%	13%	6%	4%		8%	24%	0%	0%		25%	4%	7%	9%	
Standard Not Met	83%	83%	94%	91%		92%	76%	100%	100%		75%	96%	89%	91%	
Number Tested	29	23	17	23		24	16	25	32		16	23	27	22	

11th Grade - All

Math	Orosi High 2025	Orosi High 2024	Orosi High 2023	Orosi High 2022	Orosi High Change	Lovell 2025	Lovell 2024	Lovell 2023	Lovell 2022	Lovell Change	Esperanza 2025	Esperanza 2024	Esperanza 2023	Esperanza 2022	Esperanza Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	5%	3%	6%	6%		0%	0%	0%	0%		0%	N/A	*	*		4%	3%	5%	5%	
Standard Met	12%	12%	14%	16%	1%	0%	0%	2%	0%	0%	18%	N/A	*	*	N/A	11%	11%	12%	14%	1%
Standard Nearly Met	27%	27%	31%	19%		0%	7%	2%	4%		0%	N/A	*	*		24%	26%	26%	17%	
Standard Not Met	56%	58%	49%	60%		100%	93%	96%	96%		82%	N/A	*	*		61%	61%	58%	64%	
Number Tested	263	206	230	258		25	14	52	24		11	N/A	4	6		301	220	286	292	

11th Grade - EL

Math	Orosi High 2025	Orosi High 2024	Orosi High 2023	Orosi High 2022	Orosi High Change	Lovell 2025	Lovell 2024	Lovell 2023	Lovell 2022	Lovell Change	Esperanza 2025	Esperanza 2024	Esperanza 2023	Esperanza 2022	Esperanza Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	2%	0%	2%	0%		0%	0%	0%	0%		N/A	N/A	N/A	*		1%	0%	1%	0%	
Standard Met	2%	2%	4%	0%	1%	0%	0%	0%	0%	0%	N/A	N/A	N/A	*	N/A	2%	2%	2%	0%	2%
Standard Nearly Met	10%	9%	4%	12%		0%	13%	0%	0%		N/A	N/A	N/A	*		7%	9%	2%	10%	
Standard Not Met	87%	89%	90%	88%		100%	88%	100%	100%		N/A	N/A	N/A	*		89%	89%	94%	90%	
Number Tested	61	43	52	66		15	7	30	11		N/A	N/A	N/A	4		82	60	82	82	

11th Grade - SWD

Math	Orosi High 2025	Orosi High 2024	Orosi High 2023	Orosi High 2022	Orosi High Change	Lovell 2025	Lovell 2024	Lovell 2023	Lovell 2022	Lovell Change	Esperanza 2025	Esperanza 2024	Esperanza 2023	Esperanza 2022	Esperanza Change	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
Standard Exceeded	0%	0%	0%	0%		N/A	N/A	*	*		N/A	N/A	*	*		0%	0%	0%	0%	
Standard Met	9%	0%	5%	0%	5%	N/A	N/A	*	*	N/A	N/A	N/A	*	*	N/A	11%	0%	4%	0%	11%
Standard Nearly Met	9%	8%	10%	0%		N/A	N/A	*	*		N/A	N/A	*	*		6%	8%	13%	0%	
Standard Not Met	82%	92%	86%	100%		N/A	N/A	*	*		N/A	N/A	*	*		83%	92%	83%	100%	
Number Tested	11	13	21	25		N/A	N/A	*	*		N/A	N/A	*	*		18	13	24	28	

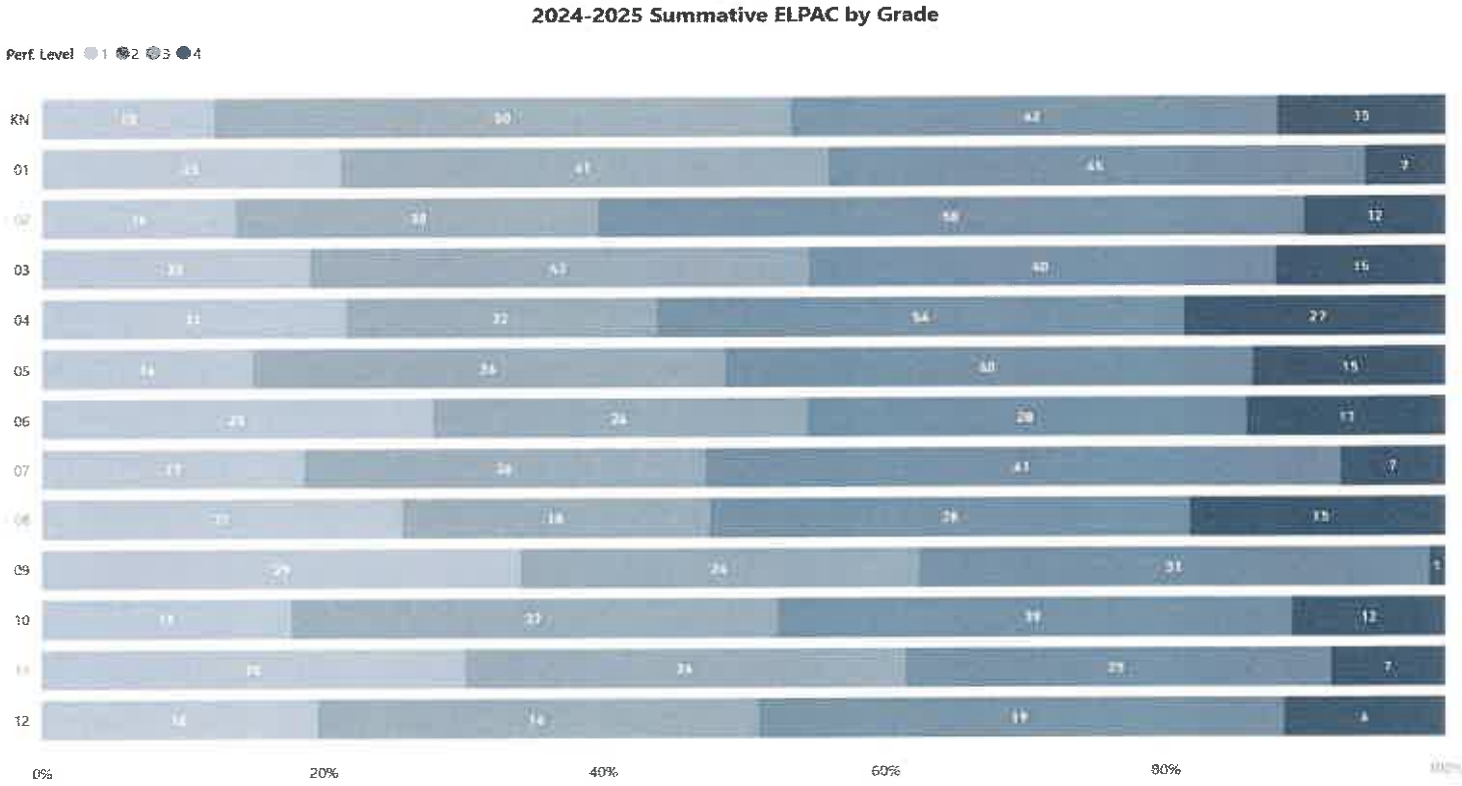
	Districtwide 2025	Districtwide 2024	Districtwide 2023	Districtwide 2022	Districtwide Change
District **Overall** Met/Exceed	29%	25%	25%	23%	4%
District **Overall** Met/Exceed - EL	13%	9%	12%	7%	3%

2. English Learner Performance Assessments for California (ELPAC) Results:

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP) for students in Kindergarten through 12th Grade. It is administered as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey; and annually as a summative assessment to students who have been previously identified as EL students. The ELPAC is aligned with the 2012 California English Language Development Standards.

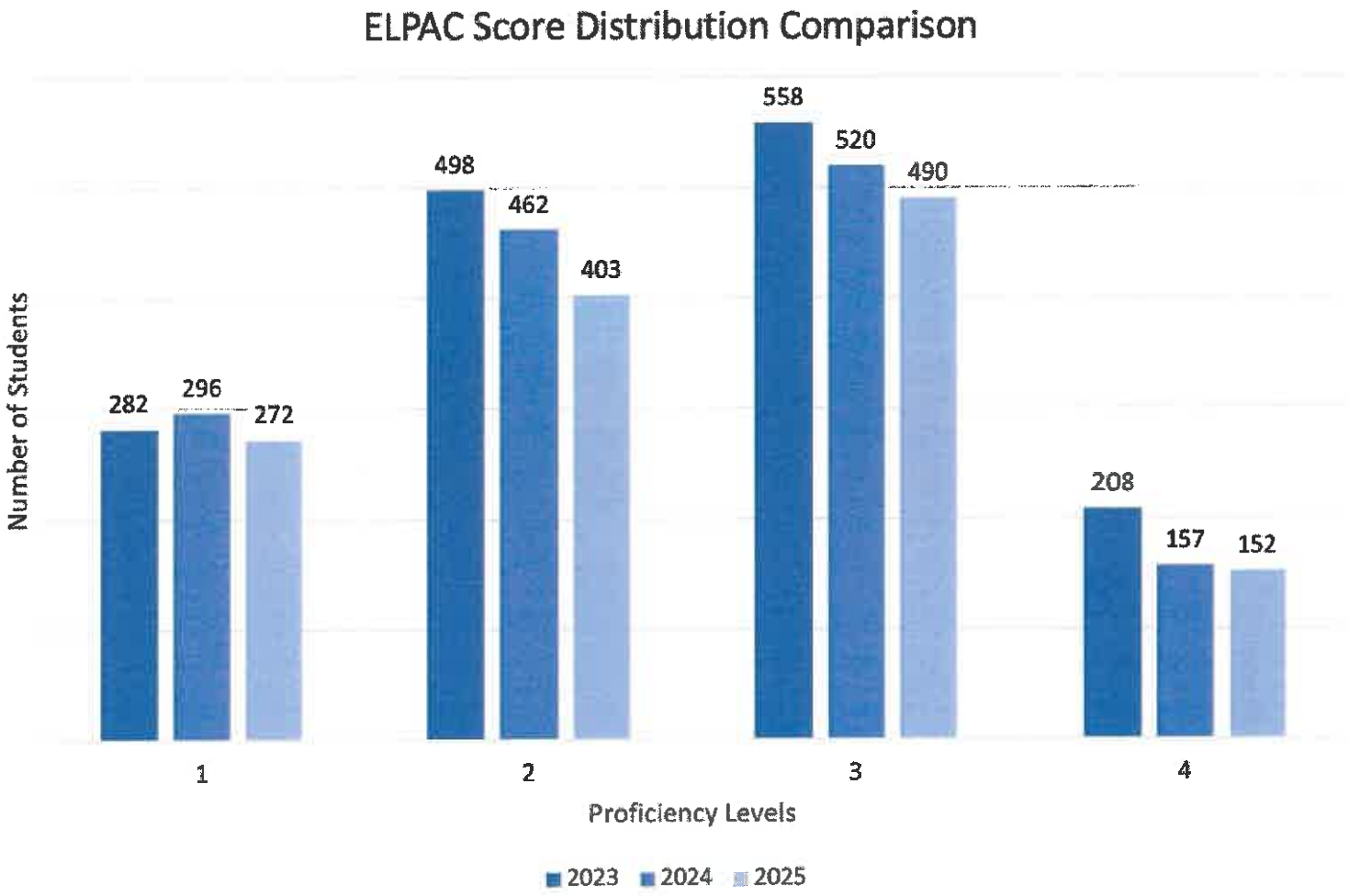
The ELPAC is delivered via a computer-based test delivery platform. The four domains (Listening, Speaking, Reading, and Writing) are administered on the computer except for the Writing domain for kindergarten through grade two, which will remain a paper-based test.

2A. ELPAC results by grade level



The English Language Proficiency Assessments for California (ELPAC) is the test used to measure how well students in kindergarten through grade twelve understand English when it is not their primary language. Information from the ELPAC helps teachers provide support in listening, speaking, reading, and writing. The ELPAC overall Performance Level (PL) 4 was approved by the State Board of Education as the statewide standardized criterion for reclassification. Other local measures are also used to determine reclassification status for students. In the 2024- 2025 school year, 152 students scored a PL 4. Currently, the district is in the process of reclassification for students who scored a 4 Overall. The CA Dashboard measures growth based on the English Learner Progress Indicator (ELPI) and the District's preliminary rate is 41.9% of students showing a slight decrease of .2%. Orosi High School had the largest ELPI growth of 12% based on preliminary data from 28.9% to 41.3%.

2B. ELPAC results by Language Proficiency level



3. Number of English Learner Reclassified Students (By Grade and School Year)

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	0	20	10	17	12	17	2	5	1	3	0	2	3	91
2023-24	1	35	10	15	26	14	31	24	8	9	2	5	3	183
2024-25	2	27	8	13	14	18	15	11	5	19	3	0	6	141

The reclassification criteria was redefined to meet state criterion and align with local expectations of neighboring districts. This is the district's second academic year using the new criteria. The number of English Learners reclassified dropped by 42 students. Some students who met the overall Level 4 on Summative ELPAC were unable to meet the local criterion set by the district even when provided monitoring and support. Students have two windows in which to meet the local reclassification criteria. The district is currently analyzing the cutpoints for grades 6-12 to ensure that students can meet local criterion in the STAR Renaissance Reading Assessment.

4. Independent Study 2024-2025

	# of Students in Independent Study	ADA Generated	Independent Study Graduates
Esperanza	32	14.98	2

5. College and Career Ready Students (Completing UC/CSU Requirements)

Percentage of Graduates Completing UC/CSU Required Courses (as reported in CALPADS 15.1)

Subgroup	2023-24	2024-25
All Students	32.3%	38.3%
Female	40.7%	21.9%
Male	24.7%	16.4%
Hispanic or Latino	31.0%	34.7%

The percentage of COJUSD graduates meeting UC/CSU Requirements increased 6%. This total includes Orosi High School and Alternative Education 12th grade students.

6. CAASPP/Early Assessment Program for College English

Performance Band	2022-23		2023-24		2024-25	
	#	%	#	%	#	%
Students Tested- (CAASPP Score)	287	100	206	100	299	100
Standard Exceeded (4)	49	17	47	23	56	19
Standard Met (3)	96	33	78	38	101	34
Standard Nearly Met and Standard Note Met (2 & 1)	112	48	81	39	142	47

*** 2024-2025 Data projected at time of publication**

CAASPP/Early Assessment Program for College Mathematics

Performance Band	2022-23		2023-24		2024-25	
	#	%	#	%	#	%
Students Tested- (CAASPP Score)	286	100	206	100	301	100
Exempt - Ready for College (4)	14	4	7	3	12	4
Conditional - Ready for College (3)	34	11	24	12	33	11
Non Exempt - Not Ready for College (2 & 1)	238	82	175	85	256	85

*** 2024-2025 Data projected at time of publication**

Each spring, all grade eleventh students in California take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics administered as part of the California Assessment of Student Performance and Progress (CAASPP) System. All students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics. Students must authorize the release of their CAASPP (i.e., Smarter Balanced Summative Assessment) results for each assessment to the CSU and CCC system.

7. Advanced Placement Exams:

2024-2025 Advanced Placement Results

Exam/Score	1	2	3	4	5	Total Tests	% 3 or +
English Language and Composition	21	17	7	1	0	**46**	17%
Spanish Language and Culture	1	4	7	4	5	**21**	76%
United States Government and Politics	8	17	8	2	0	**35**	29%
United States History	15	17	4	1	0	**37**	14%
% Total	32%	40%	19%	6%	4%	**139**	28%

2023-2024 Advanced Placement Results

AP Biology and AP Literature were not offered in 2024-2025

Exam/Score	1	2	3	4	5	Total Tests	% 3 or +
Spanish Language	0	6	7	8	1	**22**	73%
English Language & Composition	30	15	2	0	0	**47**	4%
US Government and Politics	13	14	9	2	1	**39**	31%
US History	12	22	2	1	0	**37**	8%
Calculus	18	4	0	0	0	**22**	0%
Total	73	61	20	11	2	**145**	23%
% Total	50%	42%	14%	8%	1%	**145**	23%

2022-2023 Advanced Placement Results

Exam/Score	1	2	3	4	5	Total Tests	% 3 or +
Spanish Language	1		6	4	7	**18**	94%
English Literature	5	3	1	1		**10**	20%
English Language	16	18	5			**39**	13%
Biology	11	9	3			**23**	13%
US Government and Politics	7	3	1			**11**	9%
US History	32	3	2			**37**	5%
Studio Art 2D	1	2	3			**6**	50%
Calculus	8			1		**9**	11%
Total	81	38	21	5	7	**153**	**22%**
% Total	**53%**	**25%**	**14%**	**3%**	**9%**	**153**	**22%**

8. California State Seal of Biliteracy

This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

Section I: Eligibility Criteria for a Student Whose Primary Language is English

Demonstrate English Proficiency through one of the following methods:

- Coursework:
  - Complete all English language arts requirements for graduation with an overall grade point average (GPA) of 3.0 in those classes. College or University level English language arts courses may be used to satisfy these requirements.

OR

- Assessment (minimum of one):
  - Pass the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade 11, at or above the "standard met" achievement level.
  - Pass an English Advanced Placement (AP) assessment with a score of 3 or higher (AP English Language and Composition, AP English Literature or Composition, or AP Seminar).
  - Pass an English IB examination with a score of 4 or higher.
  - Achieve a score of 480 or above on the Evidence-Based Reading and Writing section of the SAT.

In addition to the requirements mentioned above, students who are classified as English learners must attain an oral language composite score of level 4 on the English Language Proficiency Assessments for California (ELPAC).

AND

- Coursework:
  - Successfully complete a four-year course of study in a world language at the high school or higher level, attaining an overall GPA of 3.0 or higher in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination. World language courses completed at a college or university while in high school may be used to satisfy one or more of these course requirements.

OR

- Pass a world language AP examination with a score of 3 or higher
- Pass an IB examination with a score of 4 or higher
- Pass an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher
- Pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher

Number of Graduating Students Receiving the State Seal of Biliteracy

Class of 2023	Class of 2024	Class of 2025
7	3	5

The number of students meeting eligibility requirements for the Seal of Biliteracy decreased significantly.

9. Golden State Seal Merit Diploma

To be eligible for the GSSMD, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, as follows:

1. English language arts/literacy (ELA)—students must have earned one of any of the following:
    1. A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine or ten or eleven
    2. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
2. Mathematics—students must have earned one of any of the following:
    1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
    2. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment
3. Science—students must have earned one of any of the following:
    1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
4. U.S. history—students must have earned one of any of the following:
    1. A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
5. Two additional subject areas—students may choose from any of the following:
    1. Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility
    2. A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects

Number of Graduating Students Receiving the Golden State Seal Merit Diploma

Class of 2023	Class of 2024	Class of 2025
45	56	52

Students receiving the Golden State Seal Merit Diploma have remained the same.

10. Local Measures: Benchmark Reading Assessments

In Grades K-5, the District's Reading Assessment is the Fountas & Pinnell Benchmark Assessment System (BAS). The data below shows the number and percent of students reading on grade level in either English or Spanish depending on program expectations. Resources and support have been strategically provided to preschool through second grade to ensure 90% of second grade students are reading on or above grade level.

4th Quarter 2024-2025

District – ALL	K	1st	2nd	3rd	4th	5th	K-5 ALL
Total Students	222	268	275	278	280	232	1555
% GL	41%	53%	47%	57%	40%	45%	47%
% Not GL	59%	47%	53%	43%	60%	55%	53%

4th Quarter 2023-2024

District – ALL	K	1st	2nd	3rd	4th	5th	K-5 ALL
Total Students	262	277	279	283	296	279	1678
% GL	45%	53%	52%	41%	35%	43%	45%
% Not GL	55%	47%	48%	59%	65%	57%	55%

4th Quarter 2022-2023

District – ALL	K	1st	2nd	3rd	4th	5th	K-5 ALL
Total Students	266	271	269	362	346	276	1790
% GL	41%	48%	45%	32%	29%	43%	38%
% Not GL	59%	52%	55%	68%	71%	57%	62%

11. Graduation Rates

2024-2025 High School Graduation Rate (unofficial)

	Number of Cohort Students	Regular High School Diploma Grads	Cohort Graduation Rate
COJUSD	232	219	94.40%

2023-2024 High School Graduation Rate

	Number of Cohort Students	Regular High School Diploma Grads	Cohort Graduation Rate
COJUSD	296	281	94.9%
Tulare County	6,612	6,090	92.1%
Statewide	432,499	390,044	90.2%

2022-2023 High School Graduation Rate

	Number of Cohort Students	Regular High School Diploma Grads	Cohort Graduation Rate
COJUSD	294	273	92.8%
Tulare County	6,547	5,890	90.0%
Statewide	428,007	381,451	89.1%

12. Graduates: Qualified Under Senate Bill 532

2022-2023	2023-2024	2024-2025
17	5	2

13. Graduates: Adult School

2022-2023	2023-2024	2024-2025
5	5	10

Priority 8: Other Student Outcomes

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Required Data

- Other indicators of student performance in required areas of study. May include performance on other exams.

Additional measures in COJUSD:

1A Physical Fitness Testing: grades 5, 7, and 9
1B Standardized testing results: SAT
1C Standardized testing results: PSAT
1D Standardized testing results: ACT

1A. Physical Fitness Testing

Beginning in 2021-22, the state collects participation rates for the PFT in each of the five physical fitness areas.

2024-25 Participation Rates

	Grade Level Tested	Aerobic Capacity	Trunk Extensor Strength	Upper Body Strength	Abdominal Strength	Flexibility
Cutler	5	100%	100%	100%	100%	100%
Golden Valley	5	100%	100%	100%	100%	100%
Palm	5	100%	100%	100%	100%	100%
Elementary Total		**100%**	**100%**	**100%**	**100%**	**100%**

	Grade Level Tested	Aerobic Capacity	Trunk Extensor Strength	Upper Body Strength	Abdominal Strength	Flexibility
El Monte	7	96%	96%	96%	96%	96%
Middle School Total		**96%**	**96%**	**96%**	**96%**	**96%**

	Grade Level Tested	Aerobic Capacity	Trunk Extensor Strength	Upper Body Strength	Abdominal Strength	Flexibility
Orosi High	9	90%	96%	97%	94%	100%
High School Total		**90%**	**96%**	**97%**	**94%**	**100%**

1B. SAT Report (11th & 12th Grades)

The number of SAT Test Takers declined significantly in grade eleven as many UC, CSU and Community Colleges are now using multiple measures as an entrance requirement. Most UC, CSU and Community Colleges are not *requiring* SAT/ACT student achievement data, as many post-secondary institutions are using multiple measures such as grades and GPA. In addition, more students are opting for dual enrollment or college credit opportunities via the Intersegmental General Education Transfer Curriculum (IGETC) Certification in alignment with Community Colleges UC and CSU programs of study.

2024-25 SAT Report

Name	Grade 12 Enrollment	Grade 12 # Tested	Grade 12 # and (%) Meeting ERW Benchmark	Grade 12 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 12 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	197	44	19 (43%)	3 (7%)	264	15	9 (60%)	0 (0%)	3 (7%)	0 (0%)
District	217	44	19 (43%)	3 (7%)	293	15	9 (60%)	0 (0%)	3 (7%)	0 (0%)

2023-24 SAT Report

Name	Grade 12 Enrollment	Grade 12 # Tested	Grade 12 # and (%) Meeting ERW Benchmark	Grade 12 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 12 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	240	40	18 (45%)	6 (15%)	210	47	21 (45%)	5 (11%)	6 (15%)	4 (9%)
District	247	40	18 (45%)	6 (15%)	232	47	21 (45%)	5 (11%)	6 (15%)	4 (9%)

2022-23 SAT Report

Name	Grade 12 Enrollment	Grade 12 # Tested	Grade 12 # and (%) Meeting ERW Benchmark	Grade 12 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 12 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	249	17	9 (53%)	4 (24%)	278	52	26 (50%)	12 (23%)	4 (24%)	11 (21%)
District	313	17	9 (53%)	4 (24%)	346	52	26 (50%)	12 (23%)	4 (24%)	11 (21%)

To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students

1C. PSAT Report

The PSAT is an optional assessment for students in grades 10 & 11. The number of students who take this exam continues to decrease, as most UC, CSU and community colleges do not require the assessment for admission. Many of the post-secondary institutions are using multiple measures such as grades, GPA, and/or SAT.

2024-25 PSAT Results

Name	Grade 10 Enrollment	Grade 10 # Tested	Grade 10 # and (%) Meeting ERW Benchmark	Grade 10 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 10 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	318	45	18 (40%)	8 (18%)	264	0	0 (0%)	0 (0%)	7 (16%)	0 (0%)
District	324	45	18 (40%)	8 (18%)	293	0	0 (0%)	0 (0%)	7 (16%)	0 (0%)

2023-24 PSAT Results

Name	Grade 10 Enrollment	Grade 10 # Tested	Grade 10 # and (%) Meeting ERW Benchmark	Grade 10 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 10 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarks
School	284	53	30 57%	11 21%	210	43	20 (47%	1 (2%)	10 (19%	1 (2%)
District	307	53	30 57%	11 21%	232	43	20 (47%	1 (2%)	10 (19%	1 (2%)

2022-2023 - PSAT Results

Name	Grade 10 Enrollment	Grade 10 # Tested	Grade 10 # and (%) Meeting ERW Benchmark	Grade 10 # and (%) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 # Tested	Grade 11 # and (%) Meeting ERW Benchmark	Grade 11 # and (%) Meeting Math Benchmark	Grade 10 # and (%) Meeting Both Benchmarks	Grade 11 # and (%) Meeting Both Benchmarksany
School	245	57	31 (54%)	11 (19%)	278	74	33 (45%)	18 (24%)	11 (19%)	14 (19%)
District	262	57	31 (54%)	11 (19%)	346	74	33 (45%)	18 (24%)	11 (19%)	14 (19%)

1D. ACT Report

2021-2022/ 2022-2023/ 2023-2024 / 2024-2025 - ACT Results - There are no ACT Results to report. Many UC, CSU and Community Colleges do not require this data, as many are using multiple measures such as grades, GPA, SAT and the Intersegmental General Education Transfer Curriculum (IGETC) Certification in alignment with Community Colleges UC and CSU programs of study.

Identified Modification to Improve Academic Achievement

In an effort to increase academic growth in ELA and Math for all subgroups the following actions have been prioritized.

- Adopted ELA curriculum aligned to CCSS grades k-5 & 6-8
- Piloted ELD Curriculum aligned to ELD standards
- Provided Professional Learning on Comprehensive literacy.
- Implemented/maintained a foundational reading program based on Orton-Gillingham Methodologies (Institute for Multisensory Education in grades K-2) for intervention supports.
- Contracted with TCOE for support in implementing Lesson Labs for: ELA (grades 6-12), Math (K-8), Science (grades 6-8)
- Maintained K-5 math fluency program to address the learning loss identified in CAASPP Math Assessment data (Rocket Math).
- Developed Newcomer pathway at middle and high school
- Maintained vertical articulation between El Monte and OHS/Lovell in ELA and Math.
- Exposed Students with Disabilities to grade level content standards and develop CCSS aligned goals in IEPs.
- Increased general education inclusion and implemented an on-assignment period for our special education teachers at the middle and high school to have more collaboration and consultation time with the general education teachers to maintain general education inclusion in the Least Restrictive Environment (LRE) as possible.

For 2025-2026, COJUSD has developed a Local Control and Accountability Plan (LCAP). Actions address the District Goals: Achieve Academic Excellence, Build Human Capacity, and Create Effective and Efficient Systems.

- Maintain the number of Instructional Coaches
- Maintain Intervention Instructional Coaches to oversee interventions at the elementary sites to address literacy deficiencies.
- Continue providing a broad course of study that expands visual and performing arts access to all students and add an additional elementary music teacher, 3 PE techs, and maintain 3 STEM teachers.
- Continue purchasing supplemental instructional materials to ensure full implementation of the academic content and performance standards and add funds for additional professional learning to build human capacity.
- Continue providing early learning support for children 0-5 years of age to enable them to enter school ready to learn and support Universal Preschool.
- Continue providing intervention services for students NOT YET AT Standard
- Continue providing College and Career experiences for all students to prepare them for a

variety of post-secondary options.
- Provide opportunities for co-curricular programs to enhance health, fitness, and athletic/academic competitiveness.
- Continue providing professional learning to both classified and certificated staff on topics selected by staff and administration to support the goals of the district.

For 2025-2026, COJUSD will focus on the following **Categorical** modifications to improve student achievement.
- Continue providing EL Academy for English Learners at-risk of becoming Long Term English Learners.
- Continue providing Instructional Aides for intervention to assist low performing students in reading.
- Continue providing supplemental resources including materials/supplies, books/reference material, and technology-based programs/services.
- Purchase additional technology and equipment as needed to optimize instruction and strategies in the classroom to prepare students for 21st Century tasks.
- Continue providing intervention after-school, weekends, and during the winter and summer that focus on reading skills to students below grade level in reading and mathematics.
- Continue providing professional development to all staff in order to meet the needs of all students in all content areas.
- Continue to provide instructional support for students below grade level by adding 1 FTE at the secondary level.

Engagement:

Parent Involvement

Student Engagement

School Climate

ENGAGEMENT

Priority 3: Parental Involvement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Standard: LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Evidence of work in COJUSD:
1A. Total number of Parent Attendees
1B. Percent of Parent Participants per School Site

Events include: Back to School, School Carnivals, Recognitions, Lobo Lunch, Open House

Training includes: Grade level parent information nights/activities, Report Card Night, Title 1 Meeting, PIQE, Parenting Partners, Pan y Padres, School Site Council Meetings, English Learners Advisory Council, Digital Literacy, "School Systems" Academy, "Literacy is King!" Academy, "On the Road To College" Academy, "Strong Family-School Partnership" Academy, and Drug and Alcohol and Drug Awareness workshops

1A. Total Number of Parent Attendees

The data reported reflects the number of parents who participated in workshops/meetings that help build capacity.

	2022-23	2023-24	2024-25
Cutler Elementary			
Events:	2,369	1,519	2,417
Parent Trainings:	2,485	5,310	2,989
Golden Valley Elementary			
Events:	1,470	3,439	4,275
Parent Trainings:	1,753	1,192	707
Palm Elementary			
Events:	1,384	1,455	1,861
Parent Trainings:	1,667	1,506	1,300
El Monte Middle School			
Events:	1,492	1,876	2,508
Parent Trainings:	868	2,144	1,221
Orosi High School			
Events:	1,837	2,900	1,949
Parent Trainings:	2,090	1,989	4,515
Alt. Ed.			
Events:	37	28	56
Parent Trainings:	152	63	20
School Event Totals:	**8,589**	**11,217**	**13,066**
Parent School Training Totals:	**9,015**	**12,204**	**10,752**

1B. Percent of Parent Participants Per School Site

2024-25 Parent Participation

School	Attended at least 1		Attended 3+		Attended 5+	
	# of Parents	%	# of Parents	%	# of Parents	%
Cutler	618	95%	457	71%	284	44%
Palm	576	96%	475	80%	312	52%
GV	606	95%	510	80%	352	55%
El Monte	673	77%	443	51%	281	32%
OHS	1137	98%	394	34%	226	19%
Alt. Ed.	43	38%	10	9%	3	3%

2023-24 Parent Participation

School	Attended at least 1		Attended 3+		Attended 5+	
	# of Parents	%	# of Parents	%	# of Parents	%
Cutler	607	97%	505	81%	365	58%
Palm	570	97%	461	79%	309	53%
GV	592	96%	477	77%	331	53%
El Monte	715	79%	442	49%	302	33%
OHS	620	56%	310	28%	152	14%
Alt. Ed.	42	100%	10	24%	1	2%

Parent Participation

Cutler-Orosi Joint Unified School District values its partnership with parents at all grade levels. Studies demonstrate that students perform better when their parents are involved in their education. Students with engaged parents tend to earn higher grades, achieve higher test scores, and exhibit positive behavior both in school and at home. The District remains dedicated to welcoming parents into the educational journey of their children. Current data reflects strong parent participation across the district.

Identified Modification to Parent Engagement

Cutler-Orosi Joint Unified School District has developed a 2025-2026 Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) that align to promote parent engagement districtwide. These plans support District Goal #2 of building human capacity. The District implements various initiatives to strengthen the home-school partnership across all grade levels:

- School sites continue to create opportunities for parents of students attending each elementary school that focus on school systems, such as literacy and family-school partnerships. For parents of students attending a secondary school, parent education includes school systems, college awareness, and family-school Partnerships." The sessions in each academy build upon specific skill sets at

every tiered level.

- Provide individual workshops focusing on; Accessing Aeries Parent Portal, Anti-Bullying and Cyber Safety, Signs of Depression and Suicide, Drug, Alcohol and Gang Awareness, and Human Trafficking.
- Provide opportunities for meaningful parent education and training, including parents of English Learners, migrant students, and Students with Disabilities.
- Continue to provide Parenting Partners while implementing Family Meals and Calm and Caring Parenting programs to encourage and provide more opportunities for parent education.
- Continue to provide Digital Literacy to build technology skills of parents to more efficiently communicate with school staff via email and/or Google Drive and to be aware of their student's academic progress via Parent Portal.
- Continue to provide supplemental materials and supplies to engage parents in participating in parent engagement activities and workshops.
- Continue to provide staff with professional learning opportunities regarding the importance of parent engagement.

For 2025-2026, COJUSD will focus on the following **Categorical** modifications to improve parent engagement district wide.

- Continue to provide opportunities for meaningful parent education and training, including parents of English Learners, migrant students, and Students with Disabilities.
- Continue to provide Parent-Student Advocates at the secondary school sites to serve as a liaison between students, teachers, counselors, and parents. This personnel will also provide parent engagement opportunities at their school site. Parent engagement will focus on building the capacity of parents in order to support students' socio-emotional health, mental health, academic achievement, and post-secondary awareness.
- Provide a variety of workshops on a monthly basis which focus on specific grade level content standards and strategies, Math Nights, Literacy Nights, and English Learner reclassification/recognition.
- Continue encouraging parents to participate in School Site Councils and District Advisory Committees as decision makers on either/both committees.
- Continue encouraging parents of English Learners to participate in the English Language Advisory Committee and District English Language Advisory Committees and serve as decision makers on the committees.
- Continue building the capacity of principals and staff to effectively engage underrepresented families in advisory committees.
- Continue to support staff to learn about each family's strengths, cultures, languages, and goals for students.

California Department of Education Dashboard Submission 2024-2025

Parent and Family Engagement (LCFF Priority 3)

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

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

Section 1: Building Relationships Between School Staff and Families

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Building Relationships Dashboard Narrative Boxes

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

The District has made notable progress in building strong, trusting relationships between school staff and families, as reflected in educational partner input, surveys, and local data. These relationships are foundational to student success and are supported by a comprehensive family engagement strategy that prioritizes communication, partnership, and inclusivity. The District has developed robust, multilingual communication systems to ensure families are informed and connected. Through weekly newsletters, parent emails, automated calls, and social media updates in English and Spanish, families consistently receive timely and relevant information about school events, student learning, and district policies. The district website and mobile applications also provide accessible platforms for accessing resources and important updates. Parent education is a key strength, with programs designed to equip families with tools to support their children's academic and emotional development. Workshops on topics such as literacy strategies, social-emotional learning, and navigating school systems are held throughout the year. Sessions are offered in English and Spanish, and interpretation is available in other home languages as needed. Families have responded positively, with attendance steadily increasing over the past two years. The District also hosts a wide range of family engagement events, including parent-teacher conferences, school showcases, literacy nights, student performances, and cultural celebrations. These events promote a welcoming school climate, strengthen school-home partnerships, and increase family involvement. Data shows increased participation in these events,

especially among families of English Learners and socioeconomically disadvantaged students. Student-Parent Advocates and Community Liaisons are instrumental in supporting connections between families and schools. They offer case management, facilitate communication, and provide referrals to community resources. These staff are particularly critical in supporting the needs of unduplicated pupils ensuring equitable access to learning opportunities and wraparound services. Families are actively engaged in school governance through School Site Councils, District and English Learner Advisory Committees (DAC and DELAC), and LCAP engagement sessions. Their input helps shape policies, budget decisions, and strategic priorities. The District values transparency and encourages shared responsibility in decisionmaking processes. 2025-26 Local Performance Indicator Self-Reflection for Cutler-Orosi Joint Unified School District Page 10 of 23 The increased use of virtual platforms has expanded opportunities for family engagement. Tools such as Zoom meetings, learning management systems, and parent portals allow families to participate in meetings, access grades and assignments, and communicate with teachers—regardless of work schedules or transportation challenges. Surveys and feedback tools indicate high levels of satisfaction with family engagement opportunities and support services. Local data shows improved student attendance, increased participation in academic support services, and a stronger sense of belonging among students, which correlates with positive family-school relationships. The District uses this feedback to refine practices and align services with family needs. The District's strengths in communication, education, events, dedicated support, and inclusive decision-making have fostered a welcoming and collaborative culture. Through ongoing reflection, technology integration, and targeted support for vulnerable student groups, the district continues to strengthen the commitment to meaningful family engagement and improved student outcomes.

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

While the District has made substantial progress in keeping families informed, feedback from parents and advisory groups indicates a need for more consistent, two-way communication that allows families to share their perspectives, concerns, and ideas. To address this, the District will implement regular surveys and parent feedback tools to gather input on school programs, services, and family needs. Additionally, the District plans to establish parent focus groups to foster ongoing dialogue with school leaders, ensuring that family voices help shape school practices and decisions. Staff will also receive professional development in culturally responsive and effective communication strategies to ensure they are accessible, welcoming, and responsive to all families. By prioritizing this focus area, the District aims to deepen trust, improve responsiveness, and create stronger, more collaborative partnerships with families—ultimately supporting student success and well-being

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

Cutler-Orosi Joint Unified School District (COJUSD) will improve engagement of underrepresented families by expanding targeted outreach, strengthening support services, and building family capacity through education. COJUSD prioritizes building partnerships to support student outcomes. The District has established routines and procedures to help families understand and exercise their rights. All parents are invited to participate in School Site Councils (SSC), English Learner Advisory Committees (ELAC), LCAP forums, and parent advisory groups. During SSC and ELAC meetings, families are informed about Uniform Complaint Procedures (UCP) and their rights to advocate for their students. A Parent-Student Handbook, available in English and Spanish, is distributed annually and outlines key policies, including complaint procedures. To further support underrepresented families, the District utilizes Outreach Aides at the Family Education Center. These staff members assist families with parenting, social-emotional counseling, substance abuse referrals, and navigating school systems. The Family Education Center serves as a community hub where families can drop in for assistance with school-related or personal

matters. Outreach Aides act as liaisons between home and school to ensure family concerns are heard and addressed. Parent-Student Advocates, Community Coordinators, and Educational Social Workers also provide direct support at all school levels, working with families of students who are below grade level or at risk of not graduating. These staff members bridge communication between families and educators, offering guidance and linking families with academic and behavioral supports. To build family knowledge and engagement, COJUSD has implemented multi-tiered Parent Academies at the elementary and secondary levels. At the elementary level, topics include "School Systems," "Literacy is King!," and "Strong Family-School Partnerships." At the secondary level, sessions focus on "School Systems," "On the Road to College," and "Strong Family-School Partnerships." Each academy tier builds upon the last, developing family skills in areas such as digital literacy, understanding school processes, and supporting student achievement at home. The District also recognizes the need to strengthen staff capacity to engage families. Professional learning opportunities for teachers, principals, and support staff will be explored to improve communication, cultural responsiveness, and strategies for meaningful family partnerships. While schools currently host events such as Back to School Night, Open House, and parent conferences, local data and input reveal that not all families feel connected. Moving forward, the District will expand efforts to reach underrepresented families through more inclusive practices, culturally relevant outreach, and increased access to support services. These efforts will ensure that all families—regardless of background—feel valued, empowered, and supported in advocating for their children's success.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) has identified key strengths and areas of progress in building partnerships for student outcomes.

COJUSD values strong partnerships with families and the community to support academic achievement and student well-being. This commitment is reflected in a multi-tiered approach that promotes communication, parent education, and collaboration aligned to student needs. Families actively participate in School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District Advisory Committee (DAC), and LCAP stakeholder forums. These platforms empower families to provide input on programs, funding priorities, and student support strategies. Input from these meetings is regularly reviewed and used to inform district planning and continuous improvement. The District offers parent education at both elementary and secondary levels. Topics include navigating school systems, digital literacy, academic standards, literacy development, and college and career readiness. Sessions are available in English and Spanish and build skills across multiple levels to help families better support their children's learning at home and advocate for their needs. Parent-Student Advocates, Community Coordinators, Outreach Aides, and Educational Social Workers provide direct support to families, especially those with students who are academically at risk or in need of social emotional support. These staff serve as liaisons between home and school, helping families access services and participate in student success plans. Their work is especially impactful in supporting unduplicated students. COJUSD collaborates with local agencies to expand access to services such as mental health counseling, after-school tutoring, substance abuse education, and college readiness. These partnerships ensure families and students receive well-rounded support both inside and outside of the classroom. The District uses feedback from family surveys, attendance data, and academic metrics to assess the impact of engagement efforts. Data shows steady increases in family participation at school events, improved communication, and higher student attendance and achievement. COJUSD's strengths in family engagement, education, targeted student support, and community collaboration demonstrate progress in building meaningful partnerships for student outcomes. The District remains committed to expanding these efforts to ensure that every student is supported academically, socially, and emotionally.

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) has identified a key focus area for improvement in building partnerships for student outcomes: increasing parent and community understanding of local assessments, curriculum, and instructional strategies. Recent feedback from families and community members reflects a desire for more in-depth knowledge about how student learning is assessed and supported across the district. In response, COJUSD has prioritized the development of clear, accessible communication tools and engagement opportunities to bridge this gap. To address this need, the District has hosted a series of community forums focused on local assessments, instructional practices, and the continuous improvement cycles in place to ensure all students meet or exceed grade-level expectations. These forums are designed to promote transparency and dialogue between school staff and families, allowing for shared understanding and collaborative problem-solving. This focus on improved communication and shared understanding aligns with the district's broader goal of increasing meaningful family engagement and ensuring all educational partners are informed, empowered, and involved in the learning process.

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

The Cutler-Orosi Joint Unified School District (COJUSD) is committed to improving engagement with underrepresented families as part of its efforts to build strong partnerships for student outcomes. Based on the self-reflection process and input from educational partners, COJUSD has recognized the need to ensure all

families feel welcomed, informed, and empowered to participate in their child's education. While progress has been made in translating key documents and communications into families' home languages, the District is expanding efforts to deepen connections and remove barriers to engagement. To improve outreach, COJUSD is developing targeted strategies to reach underrepresented families more effectively. These include extending personal invitations to events and meetings, offering flexible meeting times—including evenings and weekends—and rotating meeting locations to be more accessible to families with limited transportation options. Virtual participation will continue to be offered to accommodate those with work or childcare constraints. The District is also working to strengthen relationships with families by cultivating an inclusive environment where every parent or guardian feels their voice matters. Staff will receive ongoing support and training to improve culturally responsive communication and build trust with families from diverse backgrounds.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes

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

COJUSD has implemented several strategies to help families understand academic expectations and actively support student learning. These efforts promote transparency, engagement, and collaboration between schools and families. Back-to-School Night offers families classroom-specific guidance on academic standards, grading practices, and instructional goals. Parent-teacher conferences provide individualized insights into student

progress, giving parents practical ways to support their child's academic growth. These events help establish strong home-school partnerships early in the school year. Through the Local Control and Accountability Plan (LCAP) process, families are invited to participate in shaping district priorities. Advisory groups such as the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and School Site Councils (SSC) provide spaces where parents can learn about academic goals, student achievement data, and targeted supports. These settings empower parents to take an active role in educational decision-making. COJUSD uses a variety of digital tools to communicate academic expectations and gather feedback. District and school websites regularly post updates, resources, and announcements. Online surveys and questionnaires provide opportunities for families to share input and identify areas where more support or clarification is needed. These strategies reflect COJUSD's commitment to fostering meaningful two-way communication with families and building shared responsibility for student outcomes. By offering multiple points of access—through in-person meetings, virtual platforms, and formal advisory structures—the District ensures that families are well-informed, engaged, and equipped to support their children's academic success.

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

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) has identified follow-up communication as a key focus area for improvement in seeking input for decisionmaking. While the District offers multiple opportunities for families and educational partners to provide input—such as through School Site Councils (SSC), District Advisory Committees (DAC), English Learner Advisory Committees (DELAC), and LCAP community forums—feedback has revealed a need for more transparent and consistent communication about how this input is used. Educational partners have expressed a desire to better understand how their feedback influences decisions and shapes district plans. In response, COJUSD is committed to strengthening its follow-up communication practices. This includes providing clear summaries of stakeholder input, explicitly identifying how that input has informed decisions, and offering regular updates on the implementation and outcomes of initiatives influenced by community voice. Improving this feedback loop will help build greater trust, demonstrate responsiveness, and reinforce the value of stakeholder engagement. By ensuring families and partners can see the direct impact of their participation, the District aims to foster deeper, more meaningful collaboration in the decisionmaking process.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the Cutler-Orosi Joint Unified School District (COJUSD) is committed to improving engagement of underrepresented families in the decision-making process by removing barriers, increasing accessibility, and enhancing proactive outreach. COJUSD ensures that all families— regardless of language, background, or circumstance—receive communication and invitations to participate in school and district-level committees, forums, and advisory groups. To support equitable access, the District provides accommodations such as translation of materials, interpreters for meetings, flexible scheduling (including evenings and weekends), and individual meetings or home visits when necessary. These strategies aim to ensure families feel welcomed, heard, and empowered to contribute their perspectives. To improve engagement specifically with underrepresented families—including those of migratory students, foster youth, and students experiencing homelessness—the District places a strong emphasis on proactive communication and personalized outreach. COJUSD monitors student attendance daily and uses this data to identify and respond to students who may be at risk of disengagement. For students with unstable living conditions, staff work directly with families to ensure continuity of services and maintain open lines of communication regarding educational supports.

Priority 5: Student Engagement

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Required Data
1. School attendance rates
2. Chronic absenteeism rates

Examples of work in COJUSD:
- Expanded Learning (before school, afterschool, summer)
- Attendance/chronic absence support (Attendance officer, SARB/CARB)
- Social Emotional Learning and behavioral support -Elementary, Middle, and High School Counselors
- Academic Success Class - middle and high school
- Community and Family Services Center
- Monthly Connect Meetings

1. Attendance Rates by School

School	2022-23	2023-24	2024-25
Cutler Elementary	93.91%	94.83%	95.88%
Golden Valley Elementary	94.42%	95.04%	95.69%
Palm Elementary	93.96%	95.39%	95.77%
El Monte Middle School	94.48%	95.09%	95.81%
Orosi High School	95.18%	96.04%	95.96%
Lovell High School	97.20%	91.88%	94.05%
Community Day School	67.32%	66.14%	81.88%
Esperanza High School	65.25%	81.88%	81.59%

2. Percent of Student Chronic Absenteeism by School

2024-2025 *(unofficial data)*

School	Enrollment	Chronic Absenteeism Count	Chronically Absenteeism Rate
Cutler Elementary	638	53	8.3%
Golden Valley	626	46	7.3%
Palm Elementary	595	40	6.7%
El Monte Middle School	872	99	11.3%
Orosi High School	1,132	144	12.7%
Lovell High School	76	65	85.5%
Esperanza High School	29	16	55.1%
Community Day School	10	7	70%

Chronic Absenteeism Rates by Grade

School	TK	K	1	2	3	4	5	6	7	8	9	10	11	12
Cutler Elementary	16.1%	11.1%	8.0%	5.2%	7.5%	4.8%	5.9%							
Golden Valley	10.2%	9.6%	8.4%	7.1%	7.8%	0.9%	7.7%							
Palm Elementary	11.4%	11.8%	5.1%	8.8%	2.6%	5.2%	2.0%							
El Monte Middle School								9.2%	12.9%	11.4%				
Orosi High School											12.8%	15.6%	11%	9.7%
Lovell High School												73.3%	89.2%	80.8 %
Esperanza High School							100%			33.3%	75%	71.4%	28.6%	66.7 %
Community Day School										50%	66.7%	33.3%	40%	50%

Chronic Absenteeism Rates by Subgroup

School	Hispanic	Filipino	Homeless	SWD	SED	EL	Foster
Cutler Elementary	8.0%	n/a	9.1%	13.5%	8.4%	5.9%	n/a
Golden Valley	7.4%	3.3%	20.6%	9.6%	7.5%	6.5%	n/a
Palm Elementary	6.7%	n/a	7.3%	10.6%	6.7%	5.8%	n/a
El Monte Middle School	11.1%	n/a	23.3%	17.9%	11.3%	15.3%	50%
Orosi High School	13.1%	n/a	11.5%	27.4%	12.8%	16.9%	n/a
Lovell High School	83.1%	n/a	100%	90%	83.3%	80%	n/a
Esperanza High School	53.3%	n/a	50%	76.9%	53.6%	72.7%	n/a
Community Day School	50%	n/a	n/a	66.7%	50%	37.5%	n/a

Priority 6: School Climate

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Required Data

1. Student suspension rates
2. Student expulsion rates
3. Improvement of school culture, climate and safety (CHKS School Connectedness and School Safety)

Examples of work in COJUSD:

- Comprehensive safety plans
- School climate data collection and analysis
- Positive Behavioral Interventions and Support (PBIS)
- Bullying Prevention
- Other Means of Correction
- Social emotional learning for students

1. Student Suspension Rates

2024-25 Suspension Rates (Unofficial)

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate
COJUSD	4,012	192	131	3.3%

2023-24 Suspension Rates

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate
COJUSD	4,059	237	164	4.0%
Tulare County	96,330	6,462	3,932	4.1%
Statewide	5,299,875	289,965	185,064	3.5%

2022-23 Student Suspension Rates

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate
COJUSD	4,073	272	201	4.9%
Tulare County	96,383	6,316	4,009	4.2%
Statewide	5,329,421	318,672	203,758	3.8%

Student In-School and Out of School Suspension Numbers by Grade

Grade	2022-23	2023-24	2024-25
K - 12	**272**	**239**	**192**
K	0	0	0
1	0	0	0
2	8	0	1
3	1	1	4
4	5	11	9
5	7	1	7
6	22	32	27
7	41	37	27
8	52	35	37
9	59	49	23
10	28	45	18
11	28	19	32
12	23	9	7

Student In-School and Out of School Suspension Numbers by Student Group

Subgroup	2022-23	2023-24	2024-25
All Students	**272**	**239**	**192**
Female	98	83	40
Male	176	156	152
Hispanic or Latino	267	236	188
Filipino	4	0	1
Multiple/Other	0	1	1
White	1	2	1
American Indian	2	0	0
Asian	0	0	1

2. Student Expulsion Rates

Expulsion Rates 2024-25 (unofficial)

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
COJUSD	4,012	6	6	0.14%

Expulsion Rates 2023-24

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
COJUSD	4,059	8	8	0.20%
Tulare County	96,330	173	171	0.18%
Statewide	5,299,875	3,931	3,888	0.07%

Expulsion Rates 2022-23

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
COJUSD	4,073	15	15	0.4%
Tulare County	96,393	161	161	0.2%
Statewide	5,329,421	4,514	4,490	0.1%

Student Expulsion Numbers by Student Group

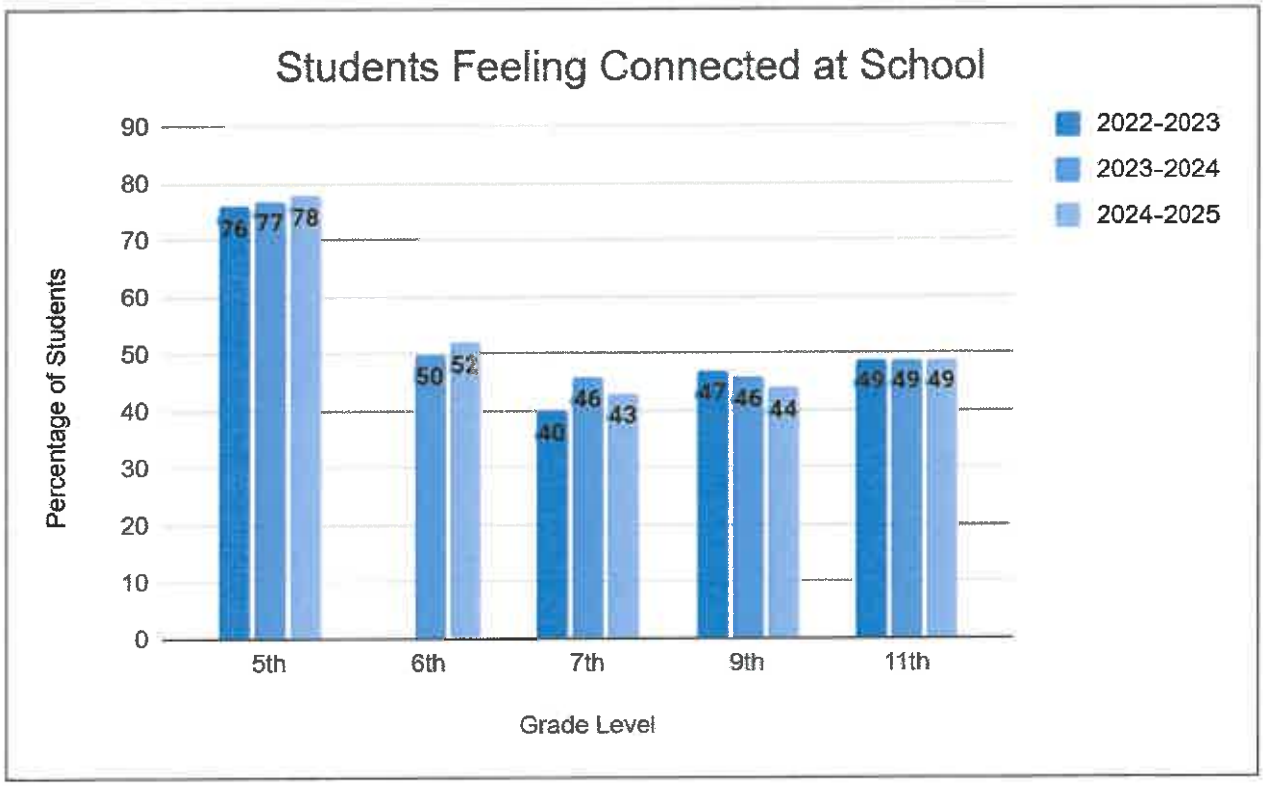
Subgroup	2022-23	2023-24	2024-25
All Students	**15**	**8**	**6**
Female	8	0	0
Male	7	8	6
Hispanic or Latino	15	8	6

Student Expulsion Numbers by Grade

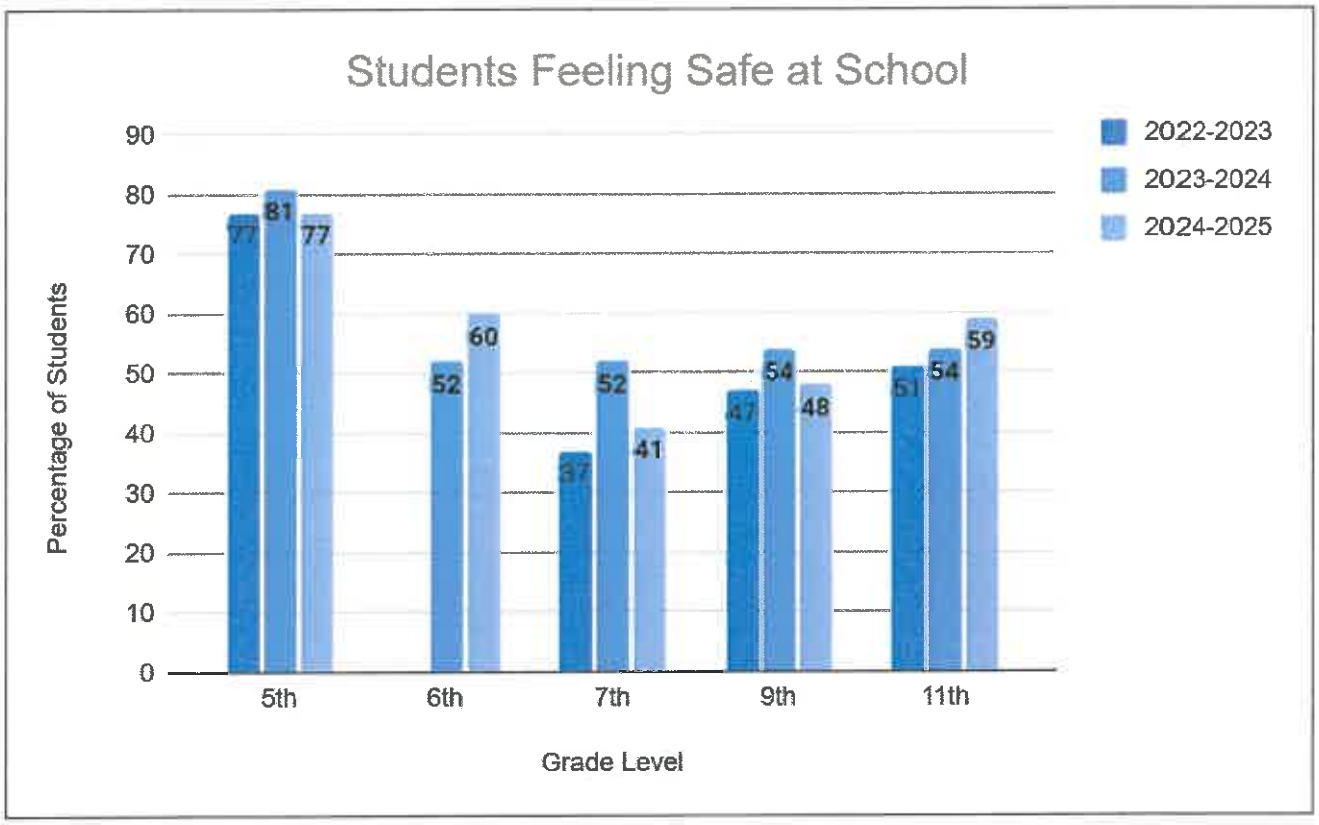
Grade Level	2022-23	2023-24	2024-25
Grade K – 12	15	8	6
TK – 5	0	1	0
6	1	0	0
7	3	1	1
8	3	0	3
9	4	2	1
10	3	4	0
11	0	0	1
12	1	0	0

3. California Healthy Kids Survey (CHKS)

Cutler-Orosi Joint Unified School District's most recent California Healthy Kids Survey (CHKS) was administered in 2024-2025. The Summary of Key Indicators provides key indicators of school climate and student well-being based on students' responses to the survey.



The most recent results from the California Healthy Kids Survey for students who reported feeling connected show that 78% of 5th grade students in 2025 reported feeling connected to school as compared to 77% in 2024, 52% of 6th grade students in 2025 reported feeling connected to school as compared to 50% in 2024, 43% of 7th grade students in 2025 reported feeling connected to school, as compared to 46% in 2024, 44% of 9th grade students in 2025 feel connected to school as compared to 46% in 2024, and 49% of 11th grade students in 2025 feel connected to school, as compared to 49% in 2024.



The most recent results from the California Healthy Kids Survey for students reporting feeling safe show that 77% of 5th grade students in 2025 reported feeling safe in school as compared to 81% in 2024, 60% of 6th grade students in 2025 reported feeling safe at school as compared to 52% in 2024, 41% of 7th grade students perceive school as very safe or safe in 2025 as compared to 52% in 2024, 48% of 9th grade students perceive school as very safe or safe in 2025 as compared to 54% in 2024, and 59% of 11th grade students in 2025 perceive school as very safe or safe, as compared to 54% in 2024.

For 2025-2026, COJUSD has developed a Local Control and Accountability Plan (LCAP). Actions address the District Goals: Achieve Academic Excellence, Build Human Capacity, and Create Effective and Efficient Systems. The following actions have been identified to address student input regarding school climate.

- Continue to integrate with fidelity Positive Behavior Interventions & Support (PBIS) and Restorative Practices.
- Provide support for staff utilizing Second Step curriculum for elementary and middle school. Curriculum SEL lessons will be delivered weekly.
- Continue to strengthen school wide behavior expectations and social-emotional practices through social-emotional skills instruction, classroom management practices, school-wide behavior, and social-emotional data.
- Continue to support measures to maintain or improve daily pupil attendance and promote positive behavior through PBIS.
- Continue to fund counselors to provide academic, behavior, and social emotional support to students. Counselors will continue to implement and monitor SEL lessons to students to help with social-emotional development.
- Continue to provide additional staff to support PBIS and to ensure students are learning in a safe environment and are engaged in school.
- Maintain support to the Family Education Center to ensure parents and students have the

support they need to overcome obstacles and fully participate in school.
- Implement programs to meet the social-emotional needs of students and staff.
- Continue to provide Educational Social Workers to support students' social-emotional development, mental health, and health.
- Provide clarity and create a consistent Request for Assistance (RFA) referral across all school sites.
- Define problem behaviors so staff is clear on major and minor behaviors.
- Maintain a Academic Success class at El Monte Middle School.
- Continue to train El Monte Middle School staff on restorative practices.
- Train secondary SEL staff in other means of correction.
- Ensure secondary SEL staff are trained in Screening, Brief Intervention, and Referral to Treatment (SBIRT) in order to assess the severity of substance abuse and identify the appropriate levels of treatment.
- Provide parent education opportunities in the area of alcohol and other drugs (i.e., awareness, how to support their student, etc.)

For 2025-2026, COJUSD will focus on the following **Categorical** modifications to improve student engagement.

- Maintain Parent-Student Advocates to provide additional supplemental services to students at-promise of not graduating. Parent-Student Advocates serve as liaisons between teachers and parents and students. The Parent-Student Advocates support families in advocating for their students. The Parent-Student Advocates provide the resources to meet individual student needs to graduate.

California Department of Education School Dashboard Submission 2024-2025

School Climate (LCFF Priority 6)

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

Cutler-Orosi Joint Unified School District administers the California Healthy Kids Survey annually with grade level responses for the 24-25 school year from 5th, 6th, 7th, 9th, and 11th grade students. Here are the key indicators linked to success in school, career, and life disaggregated by grade level, students groups, and gender: Survey participation was strong across grade levels. In elementary, 77.7% of 5th-grade students responded, with 55% identifying as female and 77% identifying as Hispanic or Latino/a. At El Monte Middle School, 78.6% of 6th graders and 92.9% of 7th graders participated. Gender and identity responses reflected increasing diversity, with students identifying as male, female, nonbinary, or "something else." At Orosi High School, participation included 78.9% of 9th-grade students and 99.6% of 11th graders. Most high school students (91–93%) identified as Hispanic or Latino/a. Elementary School Highlights (5th Grade)-Students in 5th grade reported high levels of support and engagement: 78% felt connected to school 84% showed academic motivation 76% identified caring adults at school 84% perceived strong social-emotional learning supports Safety perceptions were also positive, with 77% feeling safe at school. However, 24% reported experiencing cyberbullying. In terms of behavior and climate, 88% noted clear school rules and 82% felt students are treated with respect. Substance use and mental health responses showed 21% had tried alcohol or drugs in their lifetime, and 21% reported frequent sadness, while 77%

felt well most of the time. Connectedness, academic motivation, and SEL supports all showed slight gains from the previous year. Middle School Highlights (6th–7th Grade)-While engagement indicators were lower in middle school, they revealed areas of promise and growth. School connectedness: 52% (6th), 43% (7th) Academic motivation: 65% (6th), 56% (7th) Caring adults: 59% (6th), 48% (7th) Perceptions of safety varied, with 60% of 6th graders and 41% of 7th graders feeling safe. Cyberbullying and harassment affected roughly 30% of students. Encouragingly, reported drug use in 6th grade declined from 7% to 4%, and feelings of life satisfaction among 7th graders increased to 65%. High School Highlights (9th–11th Grade and Alternative Education)-Older students reported mixed experiences with school climate: School connectedness: 44% (9th), 49% (11th) Academic motivation: 61% (9th), 64% (11th) Caring adults: 44% (9th), 59% (11th) Perceived safety improved among 11th graders (59%, up from 54%) and was especially high (80%) in alternative education settings. Cyberbullying affected about 11–16% of students. Drug use was relatively low (8% for 9th, 5% for 11th), and life satisfaction was reported at 64% and 72%, respectively. Positive trends included increased relationships with caring adults and improved school safety among 11th graders compared to the previous year

MEANING: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the 2024–25 California Healthy Kids Survey (CHKS), key learnings across Cutler-Orosi Joint Unified School District (COJUSD) highlight both strengths and areas needing attention. Data from 5th, 6th, 7th, 9th, and 11th grade students such as disaggregated by gender and ethnicity provides insight into student experiences with school climate, engagement, safety, and well-being. Strong Participation Rates: Survey participation ranged from 77.7% in 5th grade to 99.6% in 11th grade, demonstrating the district's strong commitment to student voice and yielding a reliable dataset for analysis. Elementary Engagement: Fifth-grade students reported high levels of: Academic Motivation (84%). Social-Emotional Learning Supports (84%) and School Connectedness (78%) These results suggest that elementary schools are successfully fostering a supportive, engaging environment. Growth in Key Indicators: Caring Adults in School increased for 6th grade (48% to 54%) and 11th grade (53% to 59%) Perceived Safety improved for 6th grade (52% to 60%) and 11th grade (54% to 59%) Life Satisfaction rose to 65% for 7th grade Substance Use (6th grade) decreased from 7% to 4% These improvements indicate positive trends in student well-being and school support systems. Low Substance Use Rates: Self-reported alcohol or drug use remained low: 4-6% in middle school 5-8% in high school. This reflects the effectiveness of district prevention efforts supported by student services, school leadership, and community partners. Areas of Need Middle & High School Engagement: A decline in student engagement was noted as students advanced: School Connectedness: 43% (7th), 44% (9th) Having a Caring Adult Relationship: 48% (7th), 44% (9th) This indicates a need for stronger, more intentional relationship-building strategies at secondary levels. Safety & Bullying: Perceived Safety: 41% (7th), 48% (9th) Harassment/Cyberbullying: 30% of middle schoolers; 10–16% of high schoolers Strengthening anti-bullying programs and promoting a positive climate will be essential moving forward. Mental Health & Emotional Well-being: Social-Emotional Distress: 65% (6th), 22% (7th) Frequent Sadness: 21% (5th grade) These findings highlight increasing mental health needs, particularly during transition years. Equity & Inclusion: Disaggregated data shows growing diversity in student identities. Reports from students identifying as nonbinary or selecting "something else" stress the importance of inclusive practices that affirm all identities and create safe, welcoming environments. COJUSD shows strong elementary-level engagement and positive growth in high school well-being. However, the data signals a clear need to improve connection, safety, and mental health supports—especially in middle school. Continued investment in relationship-building, inclusive practices, and wellness initiatives will be critical to supporting all students across the district.

(USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key

learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the key learnings and identified needs from the analysis of the school climate data, changes to existing plans, policies, and procedures that the school/district will implement for continuous improvement include:

Student Engagement/Connectedness: Revise and enhance curriculum and instructional strategies to increase relevance, project based learning, student voice and choice Provide opportunities for staff to build capacity in supporting the whole child through social-emotional training in areas such as trauma informed practices and PBIS/MTSS practices integrated in everyday instruction. Enhance student mentoring/advisory programs to build stronger student-staff relationships and sense of belonging Continue to administer universal screeners that support our student services in identifying the social and emotional needs of all students Review policies around disciplinary practices and provide professional development to staff and administrators to ensure their practices are restorative rather than punitive in nature

School Safety/Anti-Bullying: Update bullying/harassment prevention and intervention policies and provide training for staff, students and parents Continue to Implement anonymous reporting (SAY SOMETHING) Partner with community organizations for additional counseling/support services for students who are victims of a crime.

Mental Health/Well-being: Provide ongoing professional development opportunities to build the capacity of our student service department team Continue to build and enhance current systems of direct student support through our MTMDSS model Provide professional development for teachers on trauma-informed practices, social emotional learning and PBIS Enhance our current menu of social-emotional learning curriculum to ensure equity

Parent Involvement: Continue efforts in promoting parent and family voice through various methods such as paper surveys and online Promote family and parent involvement at school through parent engagement events fostering a positive partnership aimed at student success Review current parent communication and event policies to identify barriers Establish better systems for addressing parent concerns in a timely manner

Data Analysis: Provide data analysis training to ensure effective use of data for continuous improvement planning Include progress monitoring of site goals and data based decision making quarterly to ensure that district support and feedback is provided in moving towards site goals and data.

Glossary of Terms

STATE PRIORITY: BASIC SERVICES

Teacher Misassignments - 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.

Student Access to Standards Aligned Instructional Materials - Every school is required to provide sufficient textbooks, or other instructional materials, for all students in core subject areas. These instructional materials must be aligned to the content standards. Core subject areas include English language arts (including English Language Development), mathematics, history/social science and science. Students enrolled in a foreign language or health course must also be provided sufficient instructional materials and adequate science laboratory equipment must be available for science courses in grades 9-12.

Facilities in Good Repair – 'Facilities in Good Repair' is a rating on the Williams' report. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. The Williams' case states that all students have equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Williams Act - In 2000, several civil rights groups sued the state, arguing that California was denying thousands of students their fundamental right to an education by failing to provide them with the basic tools necessary for that education. Four years later, the suit was settled, and new laws were established to ensure that: All students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

STATE PRIORITY: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Common Core State Standards (CCSS) - In 2010, California's Board of Education adopted the Common Core State Standards for K-12 schools, joining 44 other states and the District of Columbia. The CCSS are learning goals in math and language arts for every grade level. These standards are aimed at ensuring that every student graduates from high school prepared for college and careers. They are generally more rigorous than the former California Content Standards and require more critical thinking, writing and problem-solving.

STATE PRIORITY: COURSE ACCESS

Course Access - Student enrollment in a broad course of study that includes, if applicable:
Grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies as prescribed by the governing board.
Grades 7-12: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education, Automobile Driver Education, and other studies as prescribed by the governing board.

STATE PRIORITY: STUDENT ACHIEVEMENT

CAASPP – California Assessment of Student Performance and Progress is the new name for California's assessment system (formerly known as CSTs). All students in grades 3 through 8 and 11 participate in the Smarter Balanced tests, which include both ELA and mathematics content areas. These tests are administered online.

ACT - The American College Test is a standardized college admissions instrument. An achievement test, the ACT consists of Math, Science, English, Reading and an optional Writing section. It also includes a career planning tool. The ACT is used in the college admissions process at many colleges and universities.

SAT –is a standardized college admissions instrument. The SAT was originally called the Scholastic Aptitude Test, then the Scholastic Achievement Test, then simply the SAT (or SAT I), and is now called the SAT Reasoning Test. The 3-hour and 45 minute College Board exam includes Math, Critical Reading and Writing sections. SAT performance is a major factor used in the college admissions process at many colleges and universities. OHS students are encouraged to take the SAT (and/or ACT) at least twice between the spring of their junior year and fall of their senior year.

UC/CSU Required Courses – The UC/CSU Required Courses or "A-G" Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

Career Pathway Completer - A student has completed a multi-year sequence of CTE Courses, by industry sector, which includes either of the following:

1. 3-4 Year-long Course sequence, which includes an introductory course, concentrator course and a capstone course
2. 2 Year-long Course Sequence, which includes a concentrator course and a capstone course
3. 1 year long Double Block Course - Considered a capstone course to be completed during 11th or 12th grade

Career & Technical Education (CTE) – CTE is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

ELPAC - The English Language Performance Assessment of California is the California state exam of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to monitor the progress of EL students identified previously. The ELPAC test assesses Speaking, Listening, Reading, and Writing skills using performance-based and multiple choice formats. Grade levels tested: K-12.

Dual Enrollment - A student who is enrolled—concurrently—in two distinct academic programs or educational institutions. The term is most prevalently used in reference to high school students taking college courses while they are still enrolled in a secondary school (i.e., a *dual-enrollment student*), or to the programs that allow high school students to take college-level courses (i.e., a *dual-enrollment program*)

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessment for California (ELPAC)) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Newcomer: A student that is an English Learner that the State of California defines "newcomer pupils" as individuals 3 through 21 years of age who were not born in any state and have not been attending one or more schools in any one or more states for more than 3 full academic years.

English Learner "At-Risk" of Becoming a Long-Term English Learner: An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the ELPAC; and (4) for students in grades 4 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10 – 12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available.

Long-Term English Learner: A student is classified as a Long-Term English Learner (LTEL) if they have been enrolled in a U.S. school for six or more years and have not achieved English proficiency and 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

"Ever-EL": A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

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.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English. Education Code 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the English Language Proficiency Assessment for California (ELPAC), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the California Standards Test English Language Arts, that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Advanced Placement Exams - AP Exams are rigorous, multiple-component tests that are administered at high schools each May. Students can choose from 34 different exams in English, Math, Science, Social Students, Foreign Language, and Fine Arts. AP Exam scores are reported on a 5-point scale as follows: 5 (Extremely Well Qualified), 4 (Well Qualified), 3 (Qualified), 2 (Possibly Qualified), and 1 (No Recommendation). Students scoring 3 or above are considered 'passing.' Grade levels tested: 9-12.

Early Assessment Program (EAP): Each spring, all grade eleven students in California take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, also serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine Early Assessment Program (EAP) status. A score of 4 = Exempt – Ready for College. A score of 3 = Conditional – Ready for College. A score of 2 or 1 = Non Exempt – Not Ready for College.

Learning Continuity and Attendance Plan (LCP) - The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509.

STATE PRIORITY: OTHER STUDENT OUTCOMES

Physical Fitness Test - The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test has six fitness areas including: 1) Aerobic Capacity, 2) Abdominal Strength and Endurance, 3) Upper Body Strength and Endurance, 4) Body Composition, 5) Trunk Extensor Strength and Flexibility, and 6) Flexibility. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. Grade levels tested: 5, 7, 9.

STATE PRIORITY: PARENT INVOLVEMENT

Efforts to Seek Parent Input - Include families as participants in school and district decisions, governance, and advocacy through ongoing training and meetings that will develop the skills and knowledge parents need to engage with decision-making processes focused on understanding the educational system, tools, and skills to organize their actions and planning when participating in district and school advisory and governance committees.

Promotion of Parent Participation – To ensure student success, parents and schools need to work together, to establish asset-based relationships between the home and school. This is critical. Some of our strategies to increase two-way communication to enhance relationships between the home and school include:

- Using technology tools such as smartphone capabilities (texting, e-mail, tablet, and mobile friendly district websites) to keep parents informed of student progress, attendance and support ongoing classroom- home communication.
- Developing welcoming school environments that communicate to all parents they are welcomed and recognized as an asset.
- Providing parent education in order to strengthen the ability of families to support learning at home by understanding how the educational system works, increase awareness of what the grade level expectations are, and what grade level student work should look-like.

Parent Advisory Committees – The following lists district parent committees:

District English Learner Advisory Councils (DELAC): a committee made up of representatives from site ELACs to advise the district on how to best support the needs of English learners.

School Site Councils (SSC): A committee made up of parents, classroom teachers, school staff, and the principal that develops, implements and monitors the School Plan for Student Achievement (SPSA also known as School Plan).

English Learner Advisory Councils (ELAC): a committee made up of parents of English learners that advises the SSC on how to best support the needs of English learners.

STATE PRIORITY: STUDENT ENGAGEMENT

Annual Student Attendance Rates – Total days attended / Total days of membership within student group categories using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Chronic Absenteeism – A chronically absent student is defined as one who misses 10% or more of the school year using ADA rules (if a student is not marked absent one period, they are considered present for the day).

Middle School Dropout – A student who was enrolled in grades 7 or 8 at some time during the previous school year AND left school prior to completing the school year AND has not returned to school as of Information Day OR student who did not begin attending the next grade (7, 8) in the school to which they were assigned or in which they had pre-registered or were expected to attend by Information Day.

Cohort Graduation Rate - The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

STATE PRIORITY: SCHOOL CLIMATE

Suspensions and Expulsions – Suspension and expulsion data is obtained from CALPADS, which started collecting discipline data in 2011-12. The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.

The School Climate Index (SCI) provides a state-normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on student CHKS data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

Alternative to Suspension- At the Secondary level, an Alternatives to Suspension matrix has been developed so that students are provided with other means of correction such as counseling to help address their behavior.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMINISTRATIONAL/ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING OF THE MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**

ATTACHMENTS: **2025-2026 MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION:

A Public Hearing is now conducted to allow for public comments regarding the Management/Confidential Salary Schedule:

Hearing Opened at:_____ p.m.
Hearing Closed at:_____ p.m.

The Superintendent has met and conferred with members of the Management/Confidential Team and has agreed to the following salary schedule increase. This group includes all employees on the Management/Confidential employee salary schedule and the Assistant Superintendents and Superintendent.

- Provide a 1% increase pay on the salary schedule to the 2025-2026 salary schedule.
- Provide a $135 one-time stipend (equivalent to CSEA members)
- Fully paid $0 out of pocket plan for Health and Welfare

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent***

BOARD GOAL:

- [ ] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends that the Board conduct a hearing for public comments.**

PROPOSED ACTION: **HOLD HEARING**

Item #: 30

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
2025-2026 Management/Confidential Salary Schedule

Percent Raise: **1.00%**
Old Base = $115,342

New Base $116,495 119,990 123,590 127,298 131,117 135,050

Ratio	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
0.460	$53,588	$55,196	$56,851	$58,557	$60,314	$62,123
0.480	55,918	57,595	59,323	61,103	62,936	64,824
0.500	58,248	59,995	61,795	63,649	65,558	67,525
0.520	60,578	62,395	64,267	66,195	68,181	70,226
0.540	62,908	64,795	66,739	68,741	70,803	72,927
0.560	65,237	67,195	69,210	71,287	73,425	75,628
0.580	67,567	69,594	71,682	73,833	76,048	78,329
0.600	69,897	71,994	74,154	76,379	78,670	81,030
0.620	72,227	74,394	76,626	78,925	81,292	83,731
0.640	74,557	76,794	79,098	81,471	83,915	86,432
0.660	76,887	79,194	81,569	84,016	86,537	89,133
0.680	79,217	81,593	84,041	86,562	89,159	91,834
0.700	81,547	83,993	86,513	89,108	91,782	94,535
0.720	83,877	86,393	88,985	91,654	94,404	97,236
0.740	86,207	88,793	91,457	94,200	97,026	99,937
0.760	88,537	91,193	93,928	96,746	99,649	102,638
0.780	90,866	93,592	96,400	99,292	102,271	105,339
0.800	93,196	95,992	98,872	101,838	104,893	108,040
0.820	95,526	98,392	101,344	104,384	107,516	110,741
0.840	97,856	100,792	103,816	106,930	110,138	113,442
0.860	100,186	103,192	106,287	109,476	112,760	116,143
0.880	102,516	105,591	108,759	112,022	115,383	118,844
0.900	104,846	107,991	111,231	114,568	118,005	121,545
1.000	116,495	119,990	123,590	127,298	131,117	135,050
1.020	118,825	122,390	126,062	129,844	133,739	137,751
1.040	121,155	124,790	128,534	132,390	136,361	140,452
1.060	123,485	127,190	131,005	134,936	138,984	143,153
1.080	125,815	129,590	133,477	137,482	141,606	145,854
1.100	128,145	131,989	135,949	140,027	144,228	148,555
1.120	130,475	134,389	138,421	142,573	146,851	151,256
1.140	132,805	136,789	140,893	145,119	149,473	153,957
1.160	135,135	139,189	143,364	147,665	152,095	156,658
1.180	137,465	141,589	145,836	150,211	154,718	159,359
1.200	139,795	143,988	148,308	152,757	157,340	162,060
1.220	142,124	146,388	150,780	155,303	159,962	164,761
1.240	144,454	148,788	153,252	157,849	162,585	167,462
1.260	146,784	151,188	155,723	160,395	165,207	170,163
1.280	149,114	153,588	158,195	162,941	167,829	172,864
1.300	151,444	155,987	160,667	165,487	170,452	175,565
1.320	153,774	158,387	163,139	168,033	173,074	178,266
1.340	156,104	160,787	165,611	170,579	175,696	180,967
1.360	158,434	163,187	168,082	173,125	178,319	183,668
1.380	160,764	165,587	170,554	175,671	180,941	186,369
1.400	163,094	167,986	173,026	178,217	183,563	189,070
1.420	165,423	170,386	175,498	180,763	186,186	191,771
1.440	167,753	172,786	177,970	183,309	188,808	194,472
1.460	170,083	175,186	180,441	185,855	191,430	197,173
1.480	172,413	177,586	182,913	188,401	194,053	199,874
1.500	174,743	179,985	185,385	190,947	196,675	202,575
1.620	188,723	194,384	200,216	206,222	212,409	218,781
2.025	235,903	242,980	250,270	257,778	265,511	273,476

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
2025-2026 Management/Confidential
Ratio Factors and Longevity Schedule

Paid Days	PD Days On Sal. Sch.	Total Work Days	Certificated	Ratio
195	1	**196**	Counselor I	0.860
195	1	**196**	Board Certified Behavior Analyst (BCBA)	0.860
195	1	**196**	District Nurse	0.900
195	1	**196**	Educational Social Worker (with PPS)	0.900
195	1	**196**	Counselor II	1.020
200	1	**201**	Learning Director	1.040
200	1	**201**	PBIS Coordinator	1.040
200	1	**201**	Psychologist	1.080
200	1	**201**	Middle School Assistant Principal	1.080
205	1	**206**	High School Assistant Principal	1.120
205	1	**206**	Special Education Program Specialist	1.120
205	1	**206**	Lead Psychologist	1.120
210	1	**211**	Elementary Principal	1.200
210	1	**211**	Alternative School Principal/Administrator	1.200
210	1	**211**	Middle School Principal	1.220
210	1	**211**	Administrator of Mental Health Sevices	1.220
210	1	**211**	Administrator Of Early Childhood Education	1.220
210	1	**211**	Administrator of Dual Immersion and Biliteracy	1.220
210	1	**211**	Administrator of Instructional Programs	1.220
222	1	**223**	Director of Grants and Program Development	1.360
222	1	**223**	Director of Student Serv., Categoricals & Accountability	1.360
222	1	**223**	Director of College & Career Readiness	1.360
222	1	**223**	Director of Special Services	1.360
222	1	**223**	High School Principal	1.360
222	1	**223**	Assistant Superintendent - Educational Services	1.620
222	1	**223**	Assistant Superintendent - Administrative Services	1.620
222	1	**223**	Superintendent	2.025

Paid Days	PD Days On Sal. Sch.	Total Work Days	Classified	Ratio
260	1 less vac.	**260**	Food Services Technician	0.460
260	1 less vac.	**260**	Administrative Assistant I	0.520
260	1 less vac.	**260**	Administrative Assistant II	0.600
260	1 less vac.	**260**	Business Services Technician	0.600
260	1 less vac.	**260**	Personnel Services Technician	0.600
260	1 less vac.	**260**	Program Coordinator	0.660
260	1 less vac.	**260**	Public Information Liaison	0.680
260	1 less vac.	**260**	Administrative Assistant III	0.680
260	1 less vac.	**260**	Personnel Coordinator	0.720
260	1 less vac.	**260**	Executive Assistant to the Superintendent	0.780
260	1 less vac.	**260**	Network Systems Technician	0.780
260	1 less vac.	**260**	Assistant Director of Transportation	0.780
260	1 less vac.	**260**	Program Manager	0.800
260	1 less vac.	**260**	Assistant Business Manager	0.800
260	1 less vac.	**260**	Director of Food Services	0.900
260	1 less vac.	**260**	Director of Information Technology	0.900
260	1 less vac.	**260**	Director of Maintenance, Operations & Transportation	1.120
260	1 less vac.	**260**	Chief Financial Officer	1.300

LONGEVITY			CERTIFICATED		CLASSIFIED	
Service Years		Amount	Stipend	Amount	Stipend	Amount
10	$	1,300	MA Degree	$1,000 annually	AA Degree	$100 per month
15	$	2,600			BA Degree	$125 per month
20	$	3,900			MA Degree	$150 per month
25	$	5,200				
30	$	6,500				

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**ADMINISTRATIONAL ORGANIZATIONAL**
AGENDA ITEM:	**APPROVAL OF THE MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**
ATTACHMENTS:	**2025-2026 MANAGEMENT/CONFIDENTIAL SALARY SCHEDULE**
FUNDING SOURCE:	**VARIOUS GENERAL FUND SOURCES**

DISCUSSION:

The Superintendent has met and conferred with members of the Management/Confidential Team and has agreed to the following salary schedule increase. This group includes all employees on the Management/Confidential employee salary schedule and the Assistant Superintendents and Superintendent.

- Provide a 1% increase pay on the salary schedule to the 2025-2026 salary schedule.
- Provide a $135 one-time stipend (equivalent to CSEA members)
- Fully paid $0 out of pocket plan for Health and Welfare

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent***

BOARD GOAL:

- ☐ **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Management/Confidential Salary Schedule.**

PROPOSED ACTION: **APPROVE**

Item #: 31

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**ADMINISRATIVE/ORGANIZATIONAL**
AGENDA ITEM:	**RESOLUTION NO. 2025-2026-05 RE: AUTHORIZATION FOR THE CALIFORNIA STATE PRESCHOOL PROGRAM CONTINUED FUNDING APPLICATION FISCAL YEAR 2026-2027**
ATTACHMENTS:	**RESOLUTION NO. 2025-2026-05 FOR THE CONTINUED FUNDING APPLICATION FISCAL YEAR 2026-2027 -SUPPORTING DOCUMENTS**
FUNDING SOURCE:	**N/A**

DISCUSSION: Resolution No. **2025-2026-05** is to certify that the approval of the Governing Board accepting the Continued Funding Application for California State Preschool Program for Fiscal Year 2026-2027.

ITEM SUBMITTED AND APPROVED BY:	***Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Education Services***

BOARD GOAL:

- ☐ **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Resolution for the Continued Funding Application Fiscal Year 2026-2027.**

PROPOSED ACTION: **APPROVE**

Item #: 32

RESOLUTION AUTHORIZING CONTINUED FUNDING APPLICATION

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency's current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2026–27. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2026–27 contract documents.

RESOLUTION NO. 2025-2026-05

BE IT RESOLVED that the Governing Board of Cutler-Orosi Joint Unified School District authorizes the person/s listed below to sign the FY 2026–27 CFA and all related contract documents for the Governing Board.

NAME/S OF AUTHORIZED REPRESENTATIVE/S	TITLE/S
Yolanda Valdez	Superintendent
Shevonne Swanson	Assistant Superintendent
Brian Zimmerman	Assistant Superintendent

PASSED AND ADOPTED THIS DATE, 9th, by the Governing Board of Cutler-Orosi Joint Unified School District of Tulare County, in the State of California.

I,Delia Martinez, Clerk of the Governing Board, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

10/09/25

(Clerk's Signature) (Date)

California Department of Education
Early Education Division

Application for License Exemption

Instructions

Complete this form if your agency is a local educational agency (LEA) operating a California State Preschool Program (CSPP) requesting to be exempt from licensure pursuant to *Health and Safety Code* (*H&SC*) Section 1596.792(o).

The purpose of this application is to ensure the California Department of Education (CDE) and the California Department of Social Services, Community Care Licensing Division that this facility meets the conditions of the Early Education Division for a classroom licensing exemption pursuant to *H&SC* Section 1596.792(o)(1).

Enter the contractor information in the required fields and review the certification statements below. Include signature and date of the Authorized Agency Representative.

Contractors may not operate as license-exempt until notified by the CDE that this request has been approved.

Contractor Information

Agency Name: Cutler-Orosi Joint Unified School District

Vendor Number: 7186 **Contract Number:** CSPP-5608

Number of Classrooms License Exemption is Requested For: 6

Attachments

Attach a document listing the following for each classroom the contractor is requesting to be license exempt, list the following: (1) Classroom Name or Number, (2) Facility/Site Name, (3) Facility/Site Address.

For initial exemption requests, submit this form, a copy of the current Facility Inspection Report (FIT), the Office of State Architect Certification, and any required attachments as requested by the CDE by email to CSPPExempt@cde.ca.gov. For renewal of exemption requests, submit as part of the Continued Funding Application (CFA).

Certification Statements

1. The agency meets the definition of an LEA as set forth in *H&SC* 1596.792(o)(1). For license exemption purposes, the definition of an LEA is either a school district, county office of education or a charter school.
2. The agency has a contract to provide CSPP services.
3. The agency is performing the CSPP services directly (not through a subcontractor).

4. The agency is performing such services in a school building, as defined by California *Education Code* (*EC*) Section 17283.
5. The school building in which the services are performed is compliant with the provisions of the Field Act, pursuant to title 1, division 1, part 10.5, chapter 3, articles 3 and 6 of the Education Code.
6. The school building in which services are performed is maintained and in good repair, as defined in *EC* Section 17002(d)(1).
7. The agency complies with the Kindergarten Classroom Requirements, as stipulated in the *California Code of Regulations*, Title 5 (5 *CCR*), commencing with Section 14000.
8. The CSPP classroom(s) requesting to be license exempt only serves age-eligible four-year-old children, as defined in *EC* Section 8205.
9. The CSPP classroom(s) requesting to be license exempt is in compliance with 5 *CCR* sections 17775–17781.
10. The Uniform Complaint Process is posted clearly in the CSPP classroom(s) requesting to be license exempt.

On behalf of the above-named agency, I certify that the agency meets all of the requirements set forth above as provided for in *H&SC* Section 1596.792(o)(1) and 5 *CCR*, Section 17792.

I declare under penalty of perjury that the above information is true and correct to the best of my knowledge.

Authorized Agent Signature: _____

Authorized Agent Title: Superintendent **Date:** 10/09/2025

For CDE Use Only

License exemption is not approved until reviewed, signed, and dated by CDE representatives below.

Consultant Signature: _____

Consultant Name: _____ **Date:** _____

Administrator Signature: _____

Administrator Name: _____ **Date:** _____

Cutler-Orosi Joint Unified School District is requesting the renewal of exemption for the following classrooms:

Room 201, Cutler Elementary School, 40532 Road 128, Cutler CA 93615
Room 202, Cutler Elementary School, 40532 Road 128, Cutler CA 93615
Room 506, Golden Valley Elementary, 41465 Road 417, Orosi CA 93647
Room 510, Golden Valley Elementary, 41465 Road 417, Orosi CA 93647
Room 3, Palm School Elementary, 12915 Ave 419, Orosi CA 93647
Room 6, Palm School Elementary, 12915 Ave 419, Orosi CA 93647

California Department of Education
Early Education Division

EED-3704
CFA FY 2026–27

Fiscal Year 2026–27 Continued Funding Application
DUE DATE: 5:00p.m. November 14, 2025

Contractors holding a current California State Preschool Program (CSPP) contract, and if applicable a Prekindergarten and Family Literacy Support (CPKS) contract, who wish to be considered for continued funding, for fiscal year (FY) 2026–27 must complete this application for continued funding. The FY 2026–27 CFA Overview and Instructions may be accessed on the CFA web page. Contractors are strongly encouraged to review the CFA Overview and Instructions before and after completion of the CFA and associated documents to confirm that the application and forms submitted for their agency have been completed in accordance with all applicable instructions.

Contractors who apply for and are approved for continued funding do not need to sign a contract with the California Department of Education (CDE) to provide CSPP and CPKS services for FY 2026–27. Contracts will be automatically renewed in accordance with all applicable federal and state laws and contract terms and conditions (CT&C). By signing this CFA, the contractor is indicating that it wishes to automatically renew its contract(s) for FY 2026–27 and accepts all of the terms and conditions of the 2026–27 CSPP contract, and if applicable the 2026–27 CPKS contract, which will be provided to the contractor no later than June 1, 2026.

Upon completion of this CFA, the CDE will review the application and may contact your agency seeking additional information. If the CFA is returned to the CDE in a timely manner but is not fully and accurately completed, funding for FY 2026–27, if approved, may be delayed.

Please also note that contractors have no vested right to a subsequent contract. Completion of this CFA does not guarantee a renewal of funding. If the CDE determines your agency will not be renewed for a subsequent contract year, you will be notified in writing no later than April 7, 2026, pursuant to the *California Code of Regulations*, Title 5 (5 *CCR*) Section 17828.

Contractors that wish to reject the terms of the FY 2026–27 CSPP and/or CPKS contract must provide the CDE with written notice that the terms of the contract(s) are rejected by emailing EarlyEducationContracts@cde.ca.gov on or before June 30, 2026. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2026–27 CSPP and, as applicable, the CPKS contract are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract will not have contract(s) in effect for FY 2026–27. Contractors cannot reject their CSPP contract and still receive funding under a CPKS contract since CPKS funding is tied to having a CSPP contract. If no notice of rejection is sent to the CDE and the CFA is approved, the contract will be automatically renewed, and no further action will be required from the contractor.

If a contractor wishes to terminate the contract for any reason during the FY 2026–27 contract term, the contractor shall notify the CDE of its intent to terminate the contract at least 90 calendar days in advance of contract termination and shall follow 5 *CCR* 17795.

If you have any questions regarding the CFA, please contact CFA@cde.ca.gov.

California Department of Education
Early Education Division

EED-3704
CFA FY 2026–27

Section I – Contractor Information
Contractor Legal Name: Cutler-Orosi Joint Unified School District
Contractor "Doing Business As" (DBA) Name:
Vendor Number: 7186
Headquartered County: Tulare
Legal Business Address: 12623 Avenue 416, Orosi, 93647
Mailing Address (if different from above):
Executive Director Name: Yolanda Valdez
Executive Director Telephone: (559)528-4763
Executive Director Email Address: yvaldez@cojusd.org

To update Contractor Information above, log in to the Child Development Management Information System (CDMIS) and follow these instructions: Update Agency Information.

Section II – Contract and Program Type
Contractor agrees to continue to administer the following programs with funds provided by the California Department of Education (CDE) for Fiscal Year 2026–27.
Contract Type(s): CSPP
Program Type(s): Part-Day/Part-Year
Minimum Days of Operation (MDO): 180
Subcontractor(s): No
License Exemption: Yes

To request a change to Program Type(s), MDO, or other programmatic details, download and complete the Program Narrative Change form and return it with this CFA.

Subcontractors and License Exemption must be renewed annually, if applicable.

Section III – Contractor Certification

Under penalty of perjury, I certify the following statements as true and correct to the best of my knowledge:

- I have read and understand the staffing requirements for Program Director, Site Supervisor, and Teacher. All staff employed by the contractor for the provision of preschool services are fully qualified for their respective positions. The exception to this certification is a person employed as Program Director or Site Supervisor who possesses a current Staffing Qualifications Waiver approved by the Early Education Division.
- I am authorized by the contractor's Board of Directors or other governing authority to execute this CFA, signifying their intent to automatically renew the current CSPP contract, and CPKS contract if applicable, for FY 2026–27, under new terms and conditions to be established by the CDE, unless rejected in writing prior to the effective date of the new contract(s) on June 30, 2026.
- On behalf of the contractor and its governing authority, I understand that some information requested in this CFA is intended for use by CDE auditors in connection with future audit work and performance reviews and may not be used, reviewed, or considered by the CDE until after the contract has expired, if ever. Therefore, the contractor further understands that the information (and any underlying transactions) disclosed by this CFA shall not be considered properly noticed to the CDE, nor approved, accepted, or authorized by the CDE, even if the contractor's request for continued funding by the CDE is subsequently approved.
- The governing board members or persons with governing authority have been trained in understanding conflict of interest requirements associated with their positions on the board and have reported all known conflicts of interest.
- As the signer of this CFA, I have supervisory authority over the CSPP and have knowledge of the information provided in this CFA. I am familiar with and will ensure that the contractor complies with all applicable program statutes and regulations in effect for FY 2026–27, including but not limited to:
  - Subcontracting requirements, including competitive bidding, CDE approval, and audit requirements in 5 *CCR*. I certify that any contractual arrangement(s) with subcontractors are made in adherence to the required subcontract provisions contained in the *California Education Code* (*EC*), 5 *CCR*, and the CT&C. As the contractor, it is my responsibility to monitor the performance of the subcontractor to ensure services are provided appropriately through the entire contract term and that the contractor is ultimately responsible for the actions of any subcontractor.
  - Prohibitions on conflicts of interests, including (i) the assurances required to establish that transactions with officers, directors and other related party transactions are conducted at arm's length, and (ii) employment limitations stated in *EC*.
  - Cost reimbursement requirements, including reimbursable and non-reimbursable costs, documentation requirements, the provisions for determining the reimbursable amount

and other provisions in 5 *CCR*, and accounting and reporting requirements in 5 *CCR*.
  - Operational and programmatic requirements.
  - Personnel requirements as stipulated in *EC* 5 *CCR*, and the CT&C.
- As the authorized representative of the CSPP contractor named in this application, I certify that:
  - I have reviewed all information for my agency and, to the best of my knowledge, the information on the CDMIS website reflects accurate information for my agency as of the date this certification is signed.
  - I understand my obligation as a CSPP contractor to ensure the accuracy of information in CDMIS on an ongoing basis and will update the information in CDMIS as needed throughout the contract period.

By signing this CFA, the contractor is indicating that it wishes to automatically renew the current contract for FY 2026–27 and, if approved, is willing to, and does accept, all terms and conditions of the CSPP contract, which will be provided to the contractor no later than June 1, 2026.

The contractor may reject the FY 2026–27 contract by providing the CDE with a written notice of rejection no later than June 30, 2026. Contractors that wish to reject the terms of the FY 2026–27 contract must provide written notice that the terms of the contract are rejected by emailing EarlyEducationContracts@cde.ca.gov on or before June 30, 2026. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2026–27 CSPP contract, and CPKS contract if applicable, are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract(s) will not have a contract(s) in effect for FY 2026–27. I understand that failure to timely reject the terms of the contract means that the contract may be automatically renewed for FY 2026–27 starting on July 1, 2026.

As the authorized representative of the contractor named in this application, I certify that I have reviewed all the information provided in this application, and in all accompanying forms, and I hereby attest that the information provided is true and correct to the best of my knowledge as of the date this certification is signed.

Printed Name of the Contractor's Authorized Representative:	Yolanda Valdez
Title of the Contractor's Authorized Representative:	Superintendent
Signature of the Contractor's Authorized Representative:	
Date of Signature:	10/09/2025

Required Attachments	Public Agency	Non-Public Agency	Check if Included
CSPP Program Calendar(s) (EED 9730)	Yes	Yes	☑
California Civil Rights Laws Certification (CO-005)	Yes	Yes	☑
Contractor Certification Clauses (CCC)	Yes	Yes	☑
Federal Certification (CO.8)	Yes	Yes	☑
CDMIS Agency Information Certification	Yes	Yes	☑
State of California, Payee Data Record (STD. 204)	No	Yes	☐
Payee Data Record Supplement (STD. 205)	No	Required only if payment address differs from mailing address on STD. 204	☐
Secretary of State certification or search results	No	Yes	☐
Verification of LEA Name and Address: Information page printed from California School Directory web page or California Community College Chancellor's web page, as applicable	LEAs only	No	☑
Program Narrative Change (EED 3704A)	Required only if requesting changes	Required only if requesting changes	☐
Subcontract Certification (EED 3704B)	Required only if subcontracting	Required only if subcontracting	☐
Contractor's Officers and Board of Directors Information	No	Yes	☐
Authorizing Board Resolution	Yes	As applicable	☑
Application for License Exemption	Required only from LEAs applying to renew exemption from licensure pursuant to *Health & Safety Code* Section 1596.792(o).	No	☑

California Department of Education
Early Education Division

EED-9730
09/2025

California State Preschool Program Fiscal Year 2026–27 Program Calendar

Contractor Name: Cutler-Orosi Joint Unified School District

County: Tulare

Vendor Number: 7186

Contract Type: CSPP

Program Type: Part-Day/Part-Year

Instructions: Check the box on each date your program will operate. Total days of operation will automatically calculate.

July 2026 Days of Operation 0

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	1 ☐	2 ☐	3 ☐	4 ☐
5 ☐	6 ☐	7 ☐	8 ☐	9 ☐	10 ☐	11 ☐
12 ☐	13 ☐	14 ☐	15 ☐	16 ☐	17 ☐	18 ☐
19 ☐	20 ☐	21 ☐	22 ☐	23 ☐	24 ☐	25 ☐
26 ☐	27 ☐	28 ☐	29 ☐	30 ☐	31 ☐	N/A

August 2026 Days of Operation 15

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	N/A	1 ☐
2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐
9 ☐	10 ☐	11 ☑	12 ☑	13 ☑	14 ☑	15 ☐
16 ☐	17 ☑	18 ☑	19 ☑	20 ☑	21 ☑	22 ☐
23 ☐	24 ☑	25 ☑	26 ☑	27 ☑	28 ☑	29 ☐
30 ☐	31 ☑	N/A	N/A	N/A	N/A	N/A

September 2026 Days of Operation 21

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 ☑	2 ☑	3 ☑	4 ☑	5 ☐
6 ☐	7 ☐	8 ☑	9 ☑	10 ☑	11 ☑	12 ☐
13 ☐	14 ☑	15 ☑	16 ☑	17 ☑	18 ☑	19 ☐
20 ☐	21 ☑	22 ☑	23 ☑	24 ☑	25 ☑	26 ☐
27 ☐	28 ☑	29 ☑	30 ☑	N/A	N/A	N/A

October 2026 Days of Operation 21

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	1 ☑	2 ☑	3 ☐
4 ☐	5 ☑	6 ☑	7 ☑	8 ☑	9 ☑	10 ☐
11 ☐	12 ☑	13 ☑	14 ☑	15 ☑	16 ☑	17 ☐
18 ☐	19 ☑	20 ☐	21 ☑	22 ☑	23 ☑	24 ☐
25 ☐	26 ☑	27 ☑	28 ☑	29 ☑	30 ☑	31 ☐

November 2026 Days of Operation 15

SUN	MON	TUE	WED	THU	FRI	SAT
1 ☐	2 ☑	3 ☑	4 ☑	5 ☑	6 ☑	7 ☐
8 ☐	9 ☑	10 ☑	11 ☐	12 ☑	13 ☑	14 ☐
15 ☐	16 ☑	17 ☑	18 ☑	19 ☑	20 ☑	21 ☐
22 ☐	23 ☐	24 ☐	25 ☐	26 ☐	27 ☐	28 ☐
29 ☐	30 ☑	N/A	N/A	N/A	N/A	N/A

December 2026 Days of Operation 14

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 ☑	2 ☑	3 ☑	4 ☑	5 ☐
6 ☐	7 ☑	8 ☑	9 ☑	10 ☑	11 ☑	12 ☐
13 ☐	14 ☑	15 ☑	16 ☑	17 ☑	18 ☑	19 ☐
20 ☐	21 ☐	22 ☐	23 ☐	24 ☐	25 ☐	26 ☐
27 ☐	28 ☐	29 ☐	30 ☐	31 ☐	N/A	N/A

January 2027 Days of Operation 14

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	1 ☐	2 ☐
3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8 ☐	9 ☐
10 ☐	11 ☑	12 ☑	13 ☑	14 ☑	15 ☑	16 ☐
17 ☐	18 ☐	19 ☑	20 ☑	21 ☑	22 ☑	23 ☐
24 ☐	25 ☑	26 ☑	27 ☑	28 ☑	29 ☑	30 ☐
31 ☐	N/A	N/A	N/A	N/A	N/A	N/A

February 2027 Days of Operation 18

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 ☑	2 ☑	3 ☑	4 ☑	5 ☑	6 ☐
7 ☐	8 ☐	9 ☑	10 ☑	11 ☑	12 ☑	13 ☐
14 ☐	15 ☐	16 ☑	17 ☑	18 ☑	19 ☑	20 ☐
21 ☐	22 ☑	23 ☑	24 ☑	25 ☑	26 ☑	27 ☐
28 ☐	N/A	N/A	N/A	N/A	N/A	N/A

March 2027 Days of Operation 17

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 ☑	2 ☑	3 ☑	4 ☑	5 ☑	6 ☐
7 ☐	8 ☑	9 ☑	10 ☑	11 ☑	12 ☑	13 ☐
14 ☐	15 ☑	16 ☑	17 ☑	18 ☑	19 ☑	20 ☐
21 ☐	22 ☐	23 ☐	24 ☐	25 ☐	26 ☐	27 ☐
28 ☐	29 ☐	30 ☑	31 ☑	N/A	N/A	N/A

April 2027 Days of Operation 20

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	1 ☑	2 ☑	3 ☐
4 ☐	5 ☑	6 ☑	7 ☑	8 ☑	9 ☑	10 ☐
11 ☐	12 ☑	13 ☑	14 ☑	15 ☑	16 ☑	17 ☐
18 ☐	19 ☑	20 ☑	21 ☑	22 ☑	23 ☐	24 ☐
25 ☐	26 ☑	27 ☑	28 ☑	29 ☑	30 ☐	N/A

May 2027 Days of Operation 21

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	N/A	1 ☐
2 ☐	3 ☑	4 ☑	5 ☑	6 ☑	7 ☑	8 ☐
9 ☐	10 ☑	11 ☑	12 ☑	13 ☑	14 ☑	15 ☐
16 ☐	17 ☑	18 ☑	19 ☑	20 ☑	21 ☑	22 ☐
23 ☐	24 ☑	25 ☑	26 ☑	27 ☑	28 ☑	29 ☐
30 ☐	31 ☑	N/A	N/A	N/A	N/A	N/A

June 2027 Days of Operation 4

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 ☑	2 ☑	3 ☑	4 ☑	5 ☐
6 ☐	7 ☐	8 ☐	9 ☐	10 ☐	11 ☐	12 ☐
13 ☐	14 ☐	15 ☐	16 ☐	17 ☐	18 ☐	19 ☐
20 ☐	21 ☐	22 ☐	23 ☐	24 ☐	25 ☐	26 ☐
27 ☐	28 ☐	29 ☐	30 ☐	N/A	N/A	N/A

Total Days of Operation: 180

California Department of Education
Fiscal & Administrative Services Division
CO-005 (NEW 4/2020)

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of $100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts $100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and

2. EMPLOYER DISCRIMINATORY POLICIES: For contracts $100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):
   Cutler-Orosi Joint Unified School District
2. Federal ID Number:
   770565326
3. By (Authorized Signature):

4. Printed Name and Title of Person Signing:
   Yolanda Valdez
5. Date Executed:
   10/9/25
6. Executed in the County and State of:
   Tulare, California

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
Cutler-Orosi Joint Unified School District	770565326

By (Authorized Signature)

Printed Name and Title of Person Signing

Yolanda Valdez

Date Executed	Executed in the County of
10/09/2025	Tulare

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

1) the dangers of drug abuse in the workplace;

2) the person's or organization's policy of maintaining a drug-free workplace;

3) any available counseling, rehabilitation and employee assistance programs; and,

4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES $50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of $100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of $100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

FEDERAL CERTIFICATIONS

CO.8 (REV. 06/20)
California Department of Education

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 Code of Federal Regulations (CFR) Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over $100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement,

theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and
(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)
Cutler-Orosi Joint Unified School District

Cutler Preschool - 40532 Road 128, Cutler, CA, 93615
Cutler Elementary School - 40532 Road 128, Cutler, CA, 93615
Golden Valley Preschool - 12623 Avenue 416, Orosi, CA, 93647
Golden Valley Elemetary School - 41465 Road 127, Orosi, CA, 93647
Palm Preschool - 12915 Avenue 419, Orosi, CA, 93647
Palm Elementary School - 12915 Avenue 419, Orosi, CA, 93647

☐ Check if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to $1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in- patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

FISCAL YEAR 2026-27

CONTRACTOR NAME
Cutler-Orosi Joint Unified School District

VENDOR ID NUMBER
7186

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Yolanda Valdez, Superintendent

SIGNATURE

DATE
10/09/2025

California State Preschool Program
Agency Information Certification

I certify, as the authorized representative of the agency listed below, I have reviewed all the information for **Cutler-Orosi Jt Unified Sch Dist (7186)** and updates, additions, or deletions have been submitted as needed for information in all of the areas below:

Executive Director/Superintendent information
Program Director information
Sites and Licenses and/or Office information
Family Childcare Home summary information

To the best of my knowledge, the information on the CDMIS Web site reflects accurate information for **Cutler-Orosi Jt Unified Sch Dist (7186)** as of the date this certification was signed.

Leanne Cerda 9/29/25

Program Director/Authorized Representative Signature Date Signed

Leanne Cerda

Printed Name of Program Director/Authorized Representative

Name of Agency User Generating Certification: Leanne Cerda

Date Generated: 9/29/2025

Assigned Program Quality Implementation Consultant: Birgit Monks

California Department of Education
School and District Data Directory Export
Educational Data Management Division
September 29, 2025

School Type	CDS Code	Federal School ID	County	District	School	Status	Street Address	Street City	Street Zip	Phone
School	54739005430160	13855	Tulare	Cutler-Orosi Joint Unified	Cutler-Orosi Adult	Active	12724 Avenue 392	Cutler	93615-9760	(559) 528-6006
School	54739005118111	08661	Tulare	Cutler-Orosi Joint Unified	El Monte Middle	Active	42111 Road 128	Orosi	93647-9749	(559) 528-3011
School	54739005111457	13448	Tulare	Cutler-Orosi Joint Unified	Family Education Center	Active	40802 Road 128	Cutler	93615	(559) 528-1750
School	54739005430608	01158	Tulare	Cutler-Orosi Joint Unified	Lovell High	Active	12724 Avenue 392	Cutler	93615-9760	(559) 528-4770
School	54739005430624	01165	Tulare	Cutler-Orosi Joint Unified	Palm Elementary	Active	12515 Avenue 416	Orosi	93647-9516	(559) 528-4751
Total Records: 5										

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: ADMINISTRATIVE/ORGANIZATIONAL

AGENDA ITEM: AWARD OF CONTRACT FOR PALM ELEMENTARY WALK-IN COOLER

ATTACHMENTS: PROPOSAL 22993 SRV

FUNDING SOURCE: NATIONAL SCHOOL LUNCH PROGRAM (NSLP) FUNDS

DISCUSSION:

Pursuant to the California Uniform Public Construction Cost Accounting Act (CUPCCAA), projects under $75,000 may be completed by negotiated contract or purchase order without formal or informal bidding. The Facilities Department recommends that the Governing Board approve the award of a contract to American Incorporated in the amount of $69,700 for the construction and start-up of a new outdoor walk-in cooler at Palm Elementary School, as outlined in the attached proposal. This project falls below the CUPCCAA threshold and will be completed at prevailing wage rates using district funds.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Raffi Soghomonian, Director of Facilities, Maintenance, Operations & Transportation*

BOARD GOAL:

- [X] **1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends that the Board approve the proposal.**

PROPOSED ACTION: **APPROVE**

Item #: 33

AMERICAN INCORPORATED

License # 292529

Visalia
1345 N. American St., 93291
Phone 559-651-1776
Fax 559-651-0205

Bakersfield
3740 N. Sillect Ave #1-F 93308
Phone 661-393-6965
Fax 661-588-4202

September 12, 2025

Palm Elementary School
12915 Ave 419
Orosi, CA 93647

Project: Construction of a new outdoor walk-in cooler

Equipment:

- 6'W x 20'L x 7.5'H Walk-in Cooler with Membrane Roof and Exterior Ramp
- New Condensing Unit and Evaporator Coil
- New Copper Refrigeration Lines & Fittings
- Electrical Service Disconnect

THE FOLLOWING SCOPE OF WORK IS SUBMITTED FOR YOUR APPROVAL:

Scope of Work Inclusions

- Deliver and construct new walk-in enclosure and anchor to the concrete as per CA code.
- Install and secure iron stand.
- Set new condensing unit onto new stand and secure.
- Penetrate outer walk in panel and run new copper lines from condensing unit to evaporator coil.
- Install new service electrical disconnect switch at the condensing unit.
- Connect existing electrical supply to condensing unit, evaporator coil and interior lights.
- Perform factory start up and adjust temperature setting as needed.
- Job is to be installed and performed under regular working hours which consist of Mon-Fri 8AM- 5PM

Scope of Work Exclusions:

- Any work not detailed above in scope inclusions.

Cost For Walk In Construction & Start Up:
In accordance with the scope of work outlined above, we offer the following price for your consideration:
Sixty-Nine Thousand Seven Hundred Dollars..... $69,700.00

- **The Prevailing Wage rate applies.**
- **Walk in panels have a lead time of 6-8 weeks.**
- **Electrical materials and installation will be provided by one of our licensed and insured sub-contractors.**

Please note that this price is based upon the acceptance of a mutually agreeable contract and project schedule. Should you have any questions regarding this quotation, please do not hesitate to contact me at 559-651-1776 or via email at *jwinn@aminc.com* Again, thank you for your consideration.

Sincerely,

AMERICAN INCORPORATED

JASON WINN
Technical Services

All material is guaranteed to be as specified. All work to be completed in a manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Worker's Compensation Insurance. This proposal is valid for thirty (30) days.

Approved:		**Proposal**	**22993 SRV**
Company:		Company:	**American Incorporated**
Name:		Name:	**Jason Winn**
Date		Title:	Technical Services
PO #:		Date:	09/12/2025

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMNISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF CONTRACT WITH PARK PLANET FOR OHS CTE GABLE SHELTER**

ATTACHMENTS: **QUOTE# Q25-4064**

FUNDING SOURCE: **BOND FUNDS**

DISCUSSION:

For the new CTE project at Orosi High School, Park Planet submitted a $260,633.44 quote to supply and install a 40' × 44' × 10' DSA-approved gable shelter. The purchase is through National Purchasing Partners (NPP), a purchasing cooperative that conducts competitive bidding for the district. Fabrication will begin after Division of the State Architect (DSA) approval.

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 and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the contract.**

PROPOSED ACTION: **APPROVE**

Item #: 34

Park Planet
a Division of Park Associates, Inc.
415 Elm Street
Red Bluff CA 96080

Quote# Q25-4064

Cutler Orosi HS CTE Shelter

Bill To:

Cutler-Orosi Joint Unified School Dist.
12623 Avenue 416
Orosi CA 93647
United States

Quote Date: 09/18/2025
Quote Expires: 10/18/2025

Terms: Net 30dys / Shipment

Quote Total: $260,633.44

Contact Name	Contact Phone	Contact Email	Sales Rep	Sales Rep Email
Raffi Soghomonian	+15599995825	rksoghomonian@cojusd.org	Kasanna Coulter	kasanna@parkplanet.com

Description	Vendor	Qty	Rate	Amount
ICON DSA 40' x 44' x 10' Gable Shelter Model #: DSARG40X40-10M-P4 24 Ga. Pre-Cut Multi-Rib Metal Roof Panel (Ribs @ 12' Centers) 4:12 Roof Slope Posts - 6" Bury Ecoat/Powdercoat Frame Standard Roof & Frame colors (Upcharge for Custom Colors) Anchor Bolts & Templates Included Rebar Cages NOT included *Shelters are designed to be installed on level grade, with no elevation/slope. Note: Specific experience and knowledge is needed to properly install an ICON shade structure or walkway cover. For example, field modifications may be required by the installer, depending upon the site conditions, type of roofing material, grade issues etc. If customer hires their own installer, said installer needs to be extremely familiar with possible field labor requirements and nuances of installing an ICON shelter that may or may not be shown on the DSA PC Plans or standard plans. Installation experience of at least 10+ ICON shelters or walkway covers, or combination thereof, is recommended. Park Planet will not be responsible for additional field work required to erect/assemble/install or locate the shelters when Park Planet is not hired to perform the installation.		1		$128,404.00
NPP Discount Vendor ID: VQ1D316 Customer Member ID#: M-5718058	NPP - National Purchasing Partners, LLC	1	($8,988.28)	($8,988.28)
ICON Freight ICON Freight	ICON Shelter Systems Inc. (V)	1	$13,434.00	$13,434.00
Site Drawings, Welding Inspection, Special Field Inspection Fees & Submission To DSA By Others For Custom DSA projects, the stamped plans and engineering will first have to be generated prior to DSA submittal. This could take 8-10 weeks depending on the manufacturer. Please include this lead time in the overall lead time for the project. Fabrication cannot begin until customer has provided supplier with proof of DSA approval.				

Park Planet
a Division of Park Associates, Inc.
415 Elm Street
Red Bluff CA 96080

Quote# Q25-4064

Cutler Orosi HS CTE Shelter

Description	Vendor	Qty	Rate	Amount
Install - CA Wage Installation by Park Associates Inc. CA - Lic# 959805 DIR# PW-LR-1000423561 Wage Rate: (CHOOSE: Non-Prevailing, Prevailing, Davis-Bacon) Installation assumes normal digging conditions with standard bobcat & auger. Bobcat & concrete truck access required. IF APPLICABLE: 1. Park Planet installers are not signatory to any unions and will not sign any PLA for the installation of the playground or special playground surfacing. The following supply and/or installation estimates do not include signing a PLA or paying any union labor or fees. All of the labor quoted herein will need to be excluded from a PLA agreement and union labor requirement waived by the purchasing agency, owner or District. 2. Skilled & Trained Workforce: If this project is a Lease Lease-Back, or Design-Build Project, or a contract that triggers the Skilled and Trained Workforce requirements for a Public Works project, please contact Park Planet immediately. The Following estimate for equipment and/or labor does NOT include such compliance. Park Planet and their subcontractors will NOT comply with Skilled and Trained Workforce labor and reporting. Park Planet's portion of work (and our subcontractor's work) will need to fall within an exception or waiver to the Skilled and Trained Workforce requirements or our estimate will not be valid.		1	$0.00	$0.00
Install Installation of (6) DSA spread footings -includes rebar cages, offsite disposal of spoils, and protection of existing concrete	Park Associates dba PARK PLANET	1	$13,235.00	$13,235.00
Install Installation of (1) 40x40x10 DSA Gable shelter	Park Associates dba PARK PLANET	1	$98,529.00	$98,529.00
Install Temporary chain link fencing	Park Associates dba PARK PLANET	1	$3,971.00	$3,971.00
Install Offload, store, and transport materials to jobsite when install begins	Park Associates dba PARK PLANET	1	$2,794.00	$2,794.00

Park Planet
a Division of Park Associates, Inc.
415 Elm Street
Red Bluff CA 96080

Quote# Q25-4064

Cutler Orosi HS CTE Shelter

Description	Vendor	Qty	Rate	Amount

EXCLUSIONS
Location/Marking of utility, plumbing and irrigation lines
Dumpster for trash and packaging materials
Site preparation not specifically stated
Drainage Consideration
Inspections, material testing, or applicable permits and fees
Removal of obstacles in access route
Landscape/Hardscape repair based on access route
Cleaning of structure(s) is excluded unless otherwise stated
Site security
Bonding or Special Insurance - fees may apply if required

By signing below, you acknowledge and agree to our Contract; Exclusions, Conditions & Payment Terms, which are to be included in, and supersede any additional contracts or sub-contract agreements made separately based on this "Estimate". Unless otherwise specified above we Exclude Responsibility for: additional mobilizations due to delays or layout conflicts, conditions unforeseen and/or not disclosed at time of estimate, repairing unmarked underground utilities and pipes. Site Conditions Prior to Installation: Grades; stable, compacted, & workable (rough grade to be taken + or - one tenth of one inch), adequate access to work site provided for workmen, materials, tools & equipment. Quote assumes all labor to be completed without interruption.

Subtotal	$251,378.72
Tax Total (%)	$9,254.72
Total	$260,633.44

A PURCHASE ORDER OR SIGNED CHANGE ORDER MUST BE RECEIVED BEFORE ADDITIONAL EQUIPMENT, INSTALLATION, OR SERVICES CAN PROCEED. IF PAYING BY CREDIT CARD, A SURCHARGE WILL BE ASSESSED ON PAYMENT AMOUNT FOR 3.5% VISA/MC OR 5% AMEX.

Printed Name:_____ Title:_____

Authorized Signature: _____ Date:_____
**Purchasing agent who is authorized to enter into binding agreement for quoted entity.
**By signing this quote, I have read and agree to the quote Terms & Conditions listed below, on the following page.

Park Planet
a Division of Park Associates, Inc.
415 Elm Street
Red Bluff CA 96080

Quote# Q25-4064
Cutler Orosi HS CTE Shelter

TERMS & CONDITIONS

1. General NotesAssembly, Installation and Offloading NOT included unless otherwise noted.
   Payment and Performance bonds, Builder's Risk and special insurance NOT included unless stated and quoted.
   Customer responsible for quantities and model numbers. Revised quote needed if quantities revised.
2. Payment / OrderingCredit terms specific to each customer. See terms in upper right corner of Park Planet quotes.
   Purchase orders or purchase contracts are needed to order. If none available, a signed Park Planet quote may be used in lieu of a formal PO.
   All past due accounts subject to 1 ½ % monthly finance charge. In the event legal action is required to effect collection, venue shall be Red Bluff, CA.
3. Shipping / UnloadingShipped by Common Carrier – Customer will need 2 to 4 people to unload. Liftgate NOT included unless quoted. Items will be boxed and / or stretch wrapped to pallets and customer is responsible for offloading. Delivery Drivers do NOT unload.
   IMPORTANT: Customer is responsible for receiving and checking quantities and condition at time of delivery Please note any shortages or damages on delivery copy.
   Notwithstanding anything to the contrary in any Contract Documents, Customer understands that estimated shipment times for materials are an estimate only. We have no control over shipment dates. We thus make no guarantee to Owner or Customer regarding the projected shipment dates for materials and shall not be liable for any loss caused by the timing of shipments.
4. Engineered Wood Fiber
   Customer to provide access for Engineered Wood Fiber delivery with tractor truck and 53' trailer.
   Compaction of the Engineered Wood Fiber is NOT included in the installation cost, if desired, please request an updated proposal.
5. General Notes for Purchased Installation
   Installation does NOT include ground preparation, excavation, safety surfacing, and/or safety surfacing borders, prep work, flat work, grading, rerouting of water, electric, drainage or sprinkler lines unless otherwise noted in the proposal.
   Demo of existing equipment or safety surfacing is NOT included unless otherwise stated in the proposal.
   ROCK CLAUSE: Pricing is based on normal soil conditions which would allow an auger on a tractor to dig footings. If rocks/boulders interfere with the progress of the excavation, additional fees may apply.
   ACCESS CLAUSE: Installation based on clear access to area. Crane service is NOT included. Customer to provide access for bobcat to work area, bobcat will be provided by the installer. Minimum access shall be 7' wide and 7' high. If adequate access is not provided additional charges may apply and repairs to landscape and irrigation may be required. Customer is responsible for any repairs to landscape if proper access is not provided.
   UTILITY CLAUSE: Unless stated in writing in the quote proposal, installation does not include marking of utilities by Dig Alert or other similar entities. Customer can, however, call Dig Alert directly. Dig Alert CANNOT locate any private lines, PVC or plastic water lines. Installation does NOT include repair or relocating any underground utilities, such as drainage, irrigation, live water lines, main low voltage lines, gas, electrical, communication, or sewer etc.
   Customers responsibility to provide locations of any utilities prior to commencement of work.
   Customer is responsible for all landscape repairs such as, but not limited to damaged trees, bushes, lawn, curbing, sidewalks and/or asphalt paving caused by materials truck and/or 2ton bobcat needed to complete project.
6. Temporary Fencing
   Security guards and/or temporary fencing to prevent injuries, vandalism and/or accidental damage to install area or to the rubberized surface while it sets is NOT included unless noted on quote. If desired, the installers can put up caution tape, but Temporary Fencing is recommended. Although the fencing, if provided, is intended to provide this security, the overall security of the property is ultimately the responsibility of customer. We are not responsible for any vandalism or injuries even with the provision of the fencing.
7. ADA Access
   Play Equipment MUST be installed over an impact absorbing surface such as ADA compliant Engineered Wood Fiber or Rubber Surfacing. If not quoted, please call for details.
   This area is NOT ADA compliant without the installation of compliant surfacing and an accessible route up to and into the playground area. Please call for details.
8. Poured in Place Rubber Surfacing
   Rubber Surfacing cannot be installed during extreme weather conditions and may not be installed if rain or frost is forecasted during 48-72 hr. cure time. 24 Hour Manned Security is NOT included in Park Planet quotes.
9. Shade Shelters (non DSA)
   Shade Shelter installation price EXCLUDES – unless otherwise stated in this quote engineering, drawings, calculations, permits, permit submittal, site plans, special inspections, soil reports, impact fees, special assessment fees. Customer is responsible for any and all of these items if required by the City/County.
   PLEASE NOTE: Shade Orders are NOT released into production until permit is issued!
   Shade Shelter installation price EXCLUDES concrete pad, footings, masonry columns, electrical wiring and lights unless otherwise noted.
10. Shade Shelters (DSA)
   Fabrication cannot begin until AFTER DSA approval by your architect
   DSA in-plant Welding Inspector to be hired by the School District. Welding Inspector fee has NOT been quoted.
   School District / Architect responsible for submission of plans to DSA for DSA approval
   Pricing does NOT include footings, steel cages, anchor bolts, or erecting of shade shelter unless otherwise noted.
11. Prevailing Wages – assumed and quoted unless specifically excluded due to private works.
   Park Planet does not meet the Skilled & Trained Workforce Requirements and will not participate in same. Park Planet will not sign any PLA's for Union Work and is not signatory to any unions.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF CHANGE ORDERS FOR OHS AQUATIC COMPLEX**

ATTACHMENTS: **CHANGE ORDER REQUESTS**

FUNDING SOURCE: **GENERAL**

DISCUSSION:
Presented to the Board is a request for approval of three change orders to the California Commercial Pools contract for the Orosi High School Pool project totaling $62,744. Change Order #1 in the amount of $12,442 covers pressure washing and acid washing of stains and removal of rust in the pools; this cost is being shared equally by the District, California Commercial Pools, Rainscape, and Alta Fencing Co., with each responsible for $3,105.50, and the contracts with those three vendors will each be decreased by that amount. Change Order #2 in the amount of $40,341 provides for cleaning, cutting, and re-caulking 5,390 linear feet of expansion joints; this work was originally assigned to Anaya Construction but was instead completed by California Commercial Pools, and Anaya's contract will be reduced by the same amount, making this change cost-neutral. Change Order #3 in the amount of $9,961 installs additional storm drain tie-ins and two extra area drains to ensure proper drainage from the pool deck to the artificial turf area, and is a full added cost to the District. The District's total fiscal impact from these changes is $13,066.50.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Raffi Soghomonian, Director of Facilities, Maintenance, Operations & Transportation***

BOARD GOAL:

- [ ] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
- [x] **3. Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends that the Board approve the change orders.**

PROPOSED ACTION: **APPROVE**

Item #: 35

2255 East Auto Centre Dr.
Glendora, CA 91740
phone (909) 394-1280
fax (909) 394-1630

CALIFORNIA commercial pools

Change Order Request

JOB NAME: Orosi HS Pool **DATE:** 9/29/2025

LOCATION: **Project #**

DESCRIPTION: Pressure washed and acid washed stains in the Activity Pool
Removed all Rust stains in competition pool underwater
4 man crew / 2 Divers

C.C.P.'S # 23039

CHANGE ORDER #

1	LABORER	0	M.H.@	$75.86	PER HR.	$0.00
	IRON WORKER	0	M.H.@	$92.25	PER HR.	$0.00
	OPERATOR	0	M.H.@	$99.33	PER HR.	$0.00
	CEMENT MASON	0	M.H.@	$78.23	PER HR.	$0.00
	PLUMBER	0	M.H.@	$99.40	PER HR.	$0.00
	CARPENTER	0	M.H.@	$82.08	PER HR.	$0.00
	PROJECT MGR. & TECH.	0	M.H.@	$120.00	PER HR.	$0.00
2	**SUBTOTAL OF LABOR HOURS COST**					$0.00
3	LIABILITY AND PROPERTY INSURANCE @			2.00%	OF LINE #2	$0.00
4	MATERIAL					$0.00
5	SALES TAX	7.75%	OF LINE # 4			$0.00
6	**SUBTOTAL OF MATERIAL COST**					$0.00
7	**SUBTOTAL OF EQUIPMENT COST**					$0.00
9	SHIPPING EXPENSE					
8	EQUPMENT EXPENDABLE	10.00%				$0.00
10	**SUBTOTAL OF LABOR, MATERIAL & EQUIPMENT**					$0.00
11	**SUBTOTAL OF SUBCONTRACTOR COST**					$11,850.00
12	SUBCONTRACTOR'S LABOR & MATERIAL MARGIN @			5.00%	OF LINE 11	$592.50
13	MATERIAL MARGIN	10.00%	OF LINE 10			$0.00
14	**SUBTOTAL OF LABOR,MATERIAL, EQUIPMENT, OVERHEAD, & PROFIT**					$12,442.50
15	BOND PREMIUM INCLUDED ABOVE			0%		$0.00
16	SUBCONTRACTS & EQUIPMENT RENTAL MARGIN			0.00%		$0.00
					TOTAL	**$12,442**

CALIFORNIA commercial pools

Reference	Qty.	Unit	Description	Equipment	Extended	Material	Extended	Man Hours	Extended
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
					$0.00				
					$0.00		**$0.00**		**0.0**

Subcontractor Work

Reference	Qty.	Unit	Description			Quote	Extended
			Aquatec Construction			$15,800	$ 15,800.00
			Deduct for CCP Portion 25% of cost				$ (3,950.00)
TOTAL:					**$0.00**		**$11,850.00**

2255 East Auto Centre Dr.
Glendora, CA 91740
phone (909) 394-1280
fax (909) 394-1630

CALIFORNIA commercial pools

Change Order Request

JOB NAME: Orosi HS Pool **DATE:** 9/24/2025

LOCATION: **Project #**

DESCRIPTION: Prepare, Clean & Caulk enclosed pool area 3990'. Front entry areas outside pool enclosure to classrooms, driveway to football field to street by tennis courts 1400' @ $8.50 / ft Cut out existing caulk east side of comp pool & activity pool

C.C.P.'S # 23039

CHANGE ORDER #

1	LABORER	0	M.H.@	$75.86	PER HR.	$0.00
	IRON WORKER	0	M.H.@	$92.25	PER HR.	$0.00
	OPERATOR	0	M.H.@	$99.33	PER HR.	$0.00
	CEMENT MASON	0	M.H.@	$78.23	PER HR.	$0.00
	PLUMBER	0	M.H.@	$99.40	PER HR.	$0.00
	CARPENTER	0	M.H.@	$82.08	PER HR.	$0.00
	PROJECT MGR. & TECH.	0	M.H.@	$120.00	PER HR.	$0.00
2	**SUBTOTAL OF LABOR HOURS COST**					$0.00
3	LIABILITY AND PROPERTY INSURANCE @	2.00%	OF LINE #2			$0.00
4	MATERIAL					$0.00
5	SALES TAX	7.75%	OF LINE # 4			$0.00
6	**SUBTOTAL OF MATERIAL COST**					$0.00
7	**SUBTOTAL OF EQUIPMENT COST**					$0.00
9	SHIPPING EXPENSE					
8	EQUPMENT EXPENDABLE	10.00%				$0.00
10	**SUBTOTAL OF LABOR, MATERIAL & EQUIPMENT**					$0.00
11	**SUBTOTAL OF SUBCONTRACTOR COST**					$38,420.00
12	SUBCONTRACTOR'S LABOR & MATERIAL MARGIN @	5.00%	OF LINE 11			$1,921.00
13	MATERIAL MARGIN	10.00%	OF LINE 10			$0.00
14	**SUBTOTAL OF LABOR,MATERIAL, EQUIPMENT, OVERHEAD, & PROFIT**					$40,341.00
15	BOND PREMIUM INCLUDED ABOVE	0%				$0.00
16	SUBCONTRACTS & EQUIPMENT RENTAL MARGIN	0.00%				$0.00
					TOTAL	**$40,341**

CALIFORNIA commercial pools

Reference	Qty.	Unit	Description	Equipment	Extended	Material	Extended	Man Hours	Extended
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
							$0.00		
					$0.00				
					$0.00		**$0.00**		**0.0**

Subcontractor Work

Reference	Qty.	Unit	Description			Quote	Extended
	5390	ft	Crack Patcher Caulking			$8.50 / ft	$ 45,815.00
	-870	ft	Deduct for CCP Portion of Caulking			$8.50 / ft	$ (7,395.00)
TOTAL:					**$0.00**		**$38,420.00**

2255 East Auto Centre Dr.
Glendora, CA 91740
phone (909) 394-1280
fax (909) 394-1630

CALIFORNIA commercial pools

Change Order Request

JOB NAME: Orosi HS Pool **DATE:** 9/24/2025

LOCATION: **Project #**

DESCRIPTION: Route storm drain tie ins from pool deck to artificial grass are and add 2 extra area drains. 3 workers for 3 days, 10 hours each day. **C.C.P.'S #** 23039

CHANGE ORDER #

1	LABORER	70	M.H.@	$75.86	PER HR.	$5,310.20
	IRON WORKER	0	M.H.@	$92.25	PER HR.	$0.00
	OPERATOR	20	M.H.@	$99.33	PER HR.	$1,986.60
	CEMENT MASON	0	M.H.@	$78.23	PER HR.	$0.00
	PLUMBER	0	M.H.@	$99.40	PER HR.	$0.00
	CARPENTER	0	M.H.@	$82.08	PER HR.	$0.00
	PROJECT MGR. & TECH.	0	M.H.@	$120.00	PER HR.	$0.00
2	**SUBTOTAL OF LABOR HOURS COST**					$7,296.80
3	LIABILITY AND PROPERTY INSURANCE @	2.00%	OF LINE #2			$145.94
4	MATERIAL					$1,497.08
5	SALES TAX	7.75%	OF LINE # 4			$116.02
6	**SUBTOTAL OF MATERIAL COST**					$1,613.10
7	**SUBTOTAL OF EQUIPMENT COST**					$0.00
9	SHIPPING EXPENSE					
8	EQUPMENT EXPENDABLE	10.00%				$0.00
10	**SUBTOTAL OF LABOR, MATERIAL & EQUIPMENT**					$9,055.84
11	**SUBTOTAL OF SUBCONTRACTOR COST**					$0.00
12	SUBCONTRACTOR'S LABOR & MATERIAL MARGIN @	5.00%	OF LINE 11			$0.00
13	MATERIAL MARGIN	10.00%	OF LINE 10			$905.58
14	**SUBTOTAL OF LABOR,MATERIAL, EQUIPMENT, OVERHEAD, & PROFIT**					$9,961.42
15	BOND PREMIUM INCLUDED ABOVE	0%				$0.00
16	SUBCONTRACTS & EQUIPMENT RENTAL MARGIN	0.00%				$0.00
					TOTAL	**$9,961**

CALIFORNIA commercial pools

Reference	Qty.	Unit	Description	Equipment	Extended	Material	Extended	Man Hours	Extended
	120	FT	Schedule 40 6" Pipe			$7.23	$867.60		
	9	EA	6" 45's fittings			$37.76	$339.84		
	1	EA	6" 90 elbow fittings			$38.89	$38.89		
	1	EA	6" Wye Fittings			$122.71	$122.71		
	2	EA	NDS			$47.82	$95.64		
							$0.00		
	1		Equipment Use	$250.00			$0.00		
	1		Misc Materials				$0.00		
	2	days	Excavation of storm drain				$0.00		
			Backfill/Compaction				$0.00		
	1	loads	Sand			$900.00	$900.00		
							$0.00		
							$0.00		
					$0.00				
					$0.00		**$1,497.08**		**0.0**

Subcontractor Work

Reference	Qty.	Unit	Description			Quote	Extended
TOTAL:					**$0.00**		**$0.00**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF TEACHER ASSIGNMENTS UNDER SUBJECT MATTER VERIFICATION FOR THE 2025-2026 SCHOOL YEAR**

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

DISCUSSION:
The District has established a Subject Matter Verification Committee per Education Code 44258.3. The purpose for the committee is to assign teachers who hold teaching credentials to teach departmentalized classes with their consent, in grades K-12, irrespective of the designations on their teaching credentials, as long as the teachers' competence is verified accordingly to policies and procedures established by the Governing Board consistent with the language of the statute. Subject matter competencies has been verified and therefore, in order to serve the best interests of students and the educational program, the Superintendent requests Board approval of the following teachers' assignments for the 2025-2026 school Year:

Name	Subject/Grade	School Site
Hannah Benkosky	Agriculture Chemistry	Orosi High School

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent***

BOARD GOAL:

- ☐ **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the teacher assignment for the 2025-2026 school year as listed above.**

PROPOSED ACTION: **APPROVE**

Item #: 36

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF COMMITTEE OF ASSIGNMENTS/SUBJECT MATTER VERIFICATION FOR THE 2025-2026 SCHOOL YEAR**

ATTACHMENTS: **ASSIGNMENT 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. It is requested that the Board approve the establishment of both committees for the 2025–2026 school year.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent***

BOARD GOAL:

- ☐ **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the assignments for the 2025-2026 school year.**

PROPOSED ACTION: **APPROVE**

Item #: 37

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	Grade(s)
Teresa Olais	STEM	Cutler	Elem
Raquel Barragan	STEM	Golden Valley	Elem
Susan Hendrixson	STEM	Palm	Elem
Christopher Swanson	STEM	El Monte	6-8th

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.

10/9/2025

Action approved by Committee on Assignments

Brian Zimmerman

Authorized District Administrator — Date

Lindsay Mendoza

COUTA — Date

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**ADMINISTRATIVE / ORGANIZATIONAL**
AGENDA ITEM:	**CERTIFICATED NEGOTIATIONS SALARY SETTLEMENT AGREEMENT DISCLOSURE**
ATTACHMENTS:	**CERTIFICATED NEGOTIATIONS SALARY SETTLEMENT AGREEMENT**
FUNDING SOURCE:	**GENERAL FUND**

DISCUSSION:

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer hereby certify that the District can meet the costs incurred under this Certificated Negotiations Salary Settlement Agreement and maintain a positive certification for the current FY 2025-26 and the two projection years 2026-27 & 2027-28. This projection includes all members of CTA.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer*

BOARD GOAL:

x	1.	**Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
x	2.	**Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
x	3.	**Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Certificated Negotiations Salary Settlement Agreement Disclosure.**

PROPOSED ACTION: **APPROVE**

Item #: 38

Summary of Salary Settlement Agreement
With the

CUTLER-OROSI JOINT UNIFIED **School District**

Section 1: AGREEMENT

Document: Preliminary / Final Approved (circle one)

Name of Bargaining/Represented Unit: CTA

The proposed agreement covers the period beginning: 7/1/2025 and ending: 6/30/2026 and

will be acted upon by the Governing Board at its meeting on: 10/9/2025

Select the type of employee represented: 1. Certificated Salaries

Report Version 2014.1

U:\FAITH DOCS\2025-2026\Payroll\[2025 26 COUTA Salary Settlement Agre

TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS: In compliance with the Public Disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213) as well as the Salary Settlement Notification requirements of SB-1677 when Teachers Salary/Benefit Negotiations are finalized after the final budget is adopted.

PUBLIC DISCLOSURE

The agreement was publicly disclosed on: 10/3/2025 (Date)

The agreement was [posted at / advertised in] : COUSD District Office — www.cousd.org (Details of Distribution)

GENERAL

Section 2: STATUS OF BARGAINING UNIT AGREEMENTS

If this Public Disclosure is **NOT** applicable to all of the District's bargaining units, indicate the current status.

		# of Employees Represented
Certificated	(Select One)	219
Classified	(Select One)	

Section 3: PROPOSED CHANGE IN COMPENSATION

Compensation	Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement: Current Year Increase/Decrease 2025-26	Year 2 Increase/Decrease 2026-27	Year 3 Increase/Decrease 2027-28
1 **Salary Schedule**	$ 20,746,174.00	$207,461.74	$0.00	$0.00
% Increase		1.00% %	0.00% %	0.00% %
		$311,192.61	$0.00	$0.00
Step and Column		1.50% %	0.00% %	0.00% %
2 **Other Compensation**	$320,000.00	$68,800.00	$0.00	$0.00
Stipends, Bonuses, Longevity Overtime, Differential, etc		21.50% %	0.00% %	0.00% %
Description of other compensation	One time 25% off salary schedule payment + hourly increase			
3 **Statutory Benefits** STRS, PERS, FICA,WC,UI, Medicare	$5,347,990.00	$90,915.83	$0.00	$0.00
		1.70% %	0.00% %	0.00% %
4 **Health/Welfare Plans**	$3,399,522.00	$142,779.92	$0.00	$0.00
		4.20% %	0.00% %	0.00% %
5 **Total Compensation,** Add Items 1 thru 4 to equal 5	$ 29,813,686.00	$821,150.10	$0.00	$0.00
		2.75% %	0.00% %	0.00% %
6 **Total Number of Represented Employees** (Use FTEs if appropriate)	219.00			
7 **Total Compensation Cost for Average Employee**	$136,135.55	$3,749.54	$0.00	$0.00
		2.75% %	0.00% %	0.00% %

Section 4: EXPLANATIONS REGARDING PROPOSAL

CUTLER-OROSI JOINT UNIFIED School District

Please include an explanation for all questions.

1 **Provide a brief narrative of the proposed agreement, including but not limited to:**
Proposed changes in compensation, step and column, COLA, health & welfare, include effective dates.
Effective July 1, 2025 the 2024-25 Certificated Salary Schedule received an increase of 1%. The District is also paying a one time off salary schedule payment of .25% of the base salary. The District also increased the health insurance cap to $16,326.
Teacher Hourly Rate of Pay shall be Class III, Step 6 divided by 185, divided by 7.5 hours on the Certificated Salary Schedule.

2 **Were any additional steps, columns, or ranges added to the schedules?** (If yes, explain)
Modifications were made to the Extra Duty Assignment Pay Schedule

3 **Explain Non-Compensation Items.** Ie. Class Size changes, Staff Development Days, Teacher Prep Time, etc.
Articles 9, 10, 20 had language changes

4 **Explain specific impact (positive or negative) on instructional and support programs to accommodate the settlement?** Include staff reductions or increases, elimination or addition of services or programs.
N/A

5 **Describe contingency language included in the agreement.**
Articles 9.1.2.1, 9.1.2.2, 9.7, 9.11.7, 10.3.2, 20.5.1, 20.5.2, 20.5.2.1

6 **Are there any major provisions that do not directly affect the district's costs such as binding arbitration, grievance procedures, etc.?**
N/A

7 **What is the Source of Funding for Proposed Agreement in Current Year?**
The increase will follow the source of funding for each position.

8 **If multi-year agreement, what is the source of funding, including assumptions used, to fund the obligations in future years?**
N/A

Section 6: IMPACT ON CURRENT YEAR — CUTLER-OROSI JOINT UNIFIED School District

General Fund	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Settlement Costs Previously Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Sources (8010-8099)	$62,910,520	$0	$0	$0	$62,910,520
Federal Revenues	$14,169,124	$0	$0	$0	$14,169,124
Other State Revenues	$15,034,811	$0	$0	$0	$15,034,811
Other Local Revenues	$3,344,856	$0	$0	$0	$3,344,856
TOTAL	$95,459,311	$0	$0	$0	$95,459,311
OPERATING EXPENDITURES					
Certificated Salaries	$31,890,222	$570,254	-$570,254	$0	$31,890,222
Classified Salaries	$15,870,397	$0	$0	$0	$15,870,397
Employee Benefits	$25,025,994	$233,356	-$233,355	$0	$25,025,995
Books and Supplies	$6,832,514	$0	$0	$0	$6,832,514
Services, Other Operating Expenses	$15,109,180	$0	$0	$0	$15,109,180
Capital Outlay	$11,076,358	$0	$0	$0	$11,076,358
Other Outgo	$1,469,864	$0	$0	$0	$1,469,864
Direct/Indirect Support Costs	-$215,933	$0	$0	$0	-$215,933
TOTAL	$107,058,596	$803,610	-$803,609	$0	$107,058,597
OPERATING SURPLUS (DEFICIT)	-$11,599,285	-$803,610	$803,609	$0	-$11,599,286
OTHER FINANCING SOURCES/USES					
Transfers In	$0	$0	$0	$0	$0
Transfers <Out>	$0	$0	$0	$0	$0
Other Sources	$0	$0	$0	$0	$0
Other <Uses>	$0	$0	$0	$0	$0
Contributions	$0	$0	$0	$0	$0
TOTAL	$0	$0	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	-$11,599,285	-$803,610	$803,609	$0	-$11,599,286
FUND BALANCE, RESERVES					
Beginning Fund Balance	$64,051,103				$64,051,103
Audit Adjustments/Restatements	$0				$0
Adjusted Beginning Fund Balance	$64,051,103				$64,051,103
Ending Fund Balance	$52,451,818	-$803,610	$803,609	$0	$52,451,817
COMPONENTS OF ENDING BALANCE:					
a. Nonspendable	$150,000				$150,000
b. Restricted	$13,306,359				$13,306,359
c. Committed	$0				$0
1. Stabilization Arrangements	$0				$0
2. Other Commitments	$0				$0
d. Assigned	$13,130,000				$13,130,000
e. Unassigned/Unappropriated	$0				$0
1. Reserve for Economic Uncertainties	$3,119,769				$3,211,758
2. Unassigned/Unappropriated	$22,745,690				$22,653,700
f. Total Components of Ending Fund Balance (Line f must agree with Ending Fund Balance)	$52,451,818				$52,451,817

Section 7: IMPACT ON CURRENT YEAR UNRESTRICTED RESERVES

1. State Reserve Standard

Total Expenditures, Transfers Out and Uses	$	107,058,597
State Standard Minimum Reserve Percentage		3%
State Standard Minimum Reserve Amount	$	3,211,758

2. Budgeted Unrestricted Reserved

1. General Fund Budgeted Unrestricted Reserved for Economic Uncertainties (9789)	$	3,211,758
2. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$	22,653,701
3. Special Reserve Fund (17) Budgeted Designated for Economic Uncertainties & Undesignated Ending Fund Balance	$	0
Total District Budgeted Unrestricted Reserves (sum lines 1 - 3)	$	25,865,459

3. Do unrestricted reserves meet the state standard minimum reserve amount?

Yes [X] No [ ]

Section 8: CERTIFICATION

CUTLER-OROSI JOINT UNIFIED School District

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN LCFF FUNDING

(a)	LCFF Base Funding for year prior to settlement	$ 41,474,703.00	
(b)	Projected LCFF Base Funding for year of settlement	$42,317,458.00	
(c)	Amount of Current-Year Increase: (b) minus (a)	$842,755.00	
(d)	Percentage Increase Base LCFF Funding: (c) divided by (a)		2.03%
(e)	Total Compensation Percentage Increase from Section 3, Line 7, Page 1 for current year		2.75%

THE FOLLOWING BUDGET REVISIONS WILL BE NECESSARY TO FUND THE COSTS OF THIS AGREEMENT

Revisions must be filed with County Office of Education within 45 days of adoption (E.C. 42142)

Description	Revenue Increases	Expenditure Decreases	Fund Balance Reduction
The increase of COLA and attrition allows the district to cover the increase	$842,755		
Totals *(must agree with Section 6)*	$842,755	$0	$0

Budget Revisions must be filed with County Office of Education on or before: **11/23/2025**

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement .

Certification of Financial Condition

District Superintendent (Signature)	Date: 10/9/2025	Positive Certification (Select One)
District Chief Business Officer (Signature)	Date: 10/9/2025	Positive Certification (Select One)

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on, 10/9/2025 *took action to approve the proposed Agreement with the* COUTA *Bargaining Unit and adopted the new budget figures as calculated per the agreement.*

President, Governing Board (Signature)	Date: 10/9/2025

Section 9: MULTI-YEAR PROJECTION - GENERAL FUND — **CUTLER-OROSI JOINT UNIFIED School District**

General Fund	2025-26 Projected Budget	Change	2026-27 Projected Budget	Change	2027-28 Projected Budget
Latest prepared Form MYP - ATTACH TO DISCLOSURE					
Date Prepared	6/18/2025				
It Includes this Settlement	Partial				
Fund 01 Expenditures and Other Financing Use	$103,992,289		$93,545,423		$95,477,933
Total Available Reserves	$17,683,039		$15,900,508		$16,235,459
IMPACT OF AGREEMENT ON AVAILABLE RESERVES	($708,488)		$0		$0
OTHER ADJUSTMENTS TO AVAILABLE RESERVES					
ESTIMATED RESERVES AFTER SETTLEMENT	$16,974,551		$15,900,508		$16,235,459

MINIMUM RESERVE LEVEL					
Minimum Required Percent	3%				
Required Amount per Form MYP Attached	3,119,769		2,806,365		2,864,338
Required Amount after Settlement	3,145,051		2,831,648		2,889,621
Over (Under) Required Reserves	13,829,500		13,068,860		13,345,838
Reserve Requirement Met?	Yes		Yes		Yes

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
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AGENDA SECTION: **ADMINISTRATIVE/ ORGANIZATIONAL**

AGENDA ITEM: **FIRST READING: NEW POLICY 0415 EQUITY**

ATTACHMENTS: **POLICY 0415 EQUITY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for a first reading is Board Policy 0415: Equity which states that Teachers serving students with disabilities must hold the proper credentials or authorizations from the Commission on Teacher Credentialing (CTC) for the specific disability and placement listed in the student's IEP. The district may also employ intern teachers or request special permits (limited assignment, emergency, short-term, or provisional internship) when fully credentialed staff are unavailable, provided proper supervision, declarations of need, and Board approval are in place. Related service providers must meet state and federal qualification requirements. The Superintendent or designee is responsible for ensuring staff receive professional development and, for new education specialist credential candidates, must establish an individualized induction plan within 60 days of hire.

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 and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the First Reading of BP 0415**

PROPOSED ACTION: **APPROVE**

Item #: 39

Policy 0415: Equity

Status: DRAFT

Original Adopted Date: Pending

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

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

State	**Description**
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60040	Selection of instructional materials
Gov. Code 11000	Definitions
Gov. Code 11135	Prohibition of discrimination
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes: harassment
Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 2301-2414	Strengthening Career and Technical Education for the 21st Century Act

20 USC 6311	State plan
20 USC 6312	Local educational agency plan
28 CFR 35.101-35.190	Americans with Disabilities Act
28 CFR 36.303	Nondiscrimination on the basis of disability, public accommodations, auxiliary aids, and services
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.1-100.13	Nondiscrimination in federal programs; effectuating Title VI
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 106.1-106.61	Discrimination on the basis of sex; effectuating Title IX
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources	**Description**
Center for Urban Education Publication	Protocol for Assessing Equity-Mindedness in State Policy, 2017
CSBA Publication	Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016
CSBA Publication	Climate for Achievement Governance Brief Series, 2015
CSBA Publication	Latino Students in California's K-12 Public Schools, 2016
CSBA Publication	Math Misplacement, 2015
CSBA Publication	Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017
CSBA Publication	The School Board Role in Creating the Conditions for Student Achievement, 2017
CSBA Publication	African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016
CSBA Publication	African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016
Meeting California's Challenge	Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

Website	CSBA District and County Office of Education Legal Services
Website	Center for Urban Education
Website	California Safe Schools Coalition
Website	California Department of Education

Cross References

Code	Description
0100	Philosophy
0200	Goals For The School District
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0440	District Technology Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3600	Consultants
4113	Assignment
4113	Assignment
4119.22	Dress And Grooming

4131	Staff Development
4219.22	Dress And Grooming
4319.22	Dress And Grooming
4331	Staff Development
4331	Staff Development
5126	Awards For Achievement
5126	Awards For Achievement
5137	Positive School Climate
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.9	Hate-Motivated Behavior
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6141.5	Advanced Placement
6141.5	Advanced Placement
6142.6	Visual And Performing Arts Education
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6152.1	Placement In Mathematics Courses
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6164.2	Guidance/Counseling Services

6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6174-E PDF(1)	Education For English Learners - Education For English Language Learners
6175	Migrant Education Program
6175	Migrant Education Program
6178	Career Technical Education
6179	Supplemental Instruction
6179	Supplemental Instruction
7110	Facilities Master Plan
9310	Board Policies

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
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AGENDA SECTION: ADMINISTRATIVE/ORGANIZATIONAL

AGENDA ITEM: NEW EXHIBITS 1312.3-E(1) AND 1312.3-E(2): UNIFORM COMPLAINT PROCEDURES

ATTACHMENTS: EXHIBITS 1312.3-E(1) AND 1312.3-E(2): UNIFORM COMPLAINT PROCEDURES

FUNDING SOURCE: N/A

DISCUSSION: Exhibits adopted to reflect vacated Title IX regulations and new law SB 1137

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Director of Accountability, Student Services & Categorical Programs.*

BOARD GOAL:

- [X] 1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] 2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] 3. **Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board adopt the New Exhibits 1312.3-E(1) and 1312.3-E(2).**

PROPOSED ACTION: **APPROVE**

Item #: 40

Exhibit 1312.3-E(1): Uniform Complaint Procedures **Status:** DRAFT

Original Adopted Date: Pending

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: PRESCHOOL COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8212, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair
2. Drinking water that is accessible and readily available throughout the day
3. Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
4. Restroom facilities that are available only for preschoolers and kindergartners
5. Visual supervision of children at all times
6. Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time
7. Playground equipment that is safe, in good repair, and age appropriate

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 uniform complaint procedures as required by law. A complaint form may be obtained at the school or district office, or downloaded from the school or district website. You may also download a copy of the California Department of Education (CDE) complaint form when available from the following website: http://www.cde.ca.gov/re/cp/uc. However, a complaint need not be filed using either the district's complaint form or the complaint form from CDE.

Exhibit 1312.3-E(2): Uniform Complaint Procedures **Status:** DRAFT

Original Adopted Date: Pending

PRESCHOOL COMPLAINT FORM: UNIFORM COMPLAINT PROCEDURES

Education Code 8212 requires that the district's uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. 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: _____
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.)

☐ The preschool does not have outdoor shade that is safe and in good repair

☐ Drinking water is not accessible and/or readily available throughout the day

☐ The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children

☐ Restroom facilities are not available only for preschoolers and kindergartners

☐ The preschool program does not provide visual supervision of children at all times

☐ Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time

☐ Playground equipment is not safe, in good repair, or age appropriate

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary and as you wish to fully describe the situation.

_____

Please file this complaint at the following location:

Preschool Administrator or Student Services Director

12623 Ave 416
Orosi, CA 93647

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
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AGENDA SECTION: **ADMINISTRATIVE/ ORGANIZATIONAL**

AGENDA ITEM: **FIRST READING: NEW ADMINISTRATIVE REGULATION 4112.23 SPECIAL EDUCATION STAFF**

ATTACHMENTS: **NEW ADMINISTRATIVE REGULATION 4115.23 SPECIAL EDUCATION STAFF**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for a first reading is AR 4112.23 which states that teachers serving students with disabilities must hold the proper CTC credential or authorization for the disability and placement listed in a student's IEP. The district may use interns, special permits, emergency permits, or, if necessary, waivers to fill vacancies, but only with required approvals, declarations, and supervision. Related service providers must meet state and federal qualifications. The Superintendent or designee must ensure professional development and, within 60 days of hiring, create individualized induction plans for new education specialist credential candidates.

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 and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the First Reading of AR 4112.23**

PROPOSED ACTION: **APPROVE**

Item #: 41

Regulation 4112.23: Special Education Staff

Status: DRAFT

Original Adopted Date: 12/10/2015 | **Last Revised Date:** Pending

Qualifications/Assignment of Special Education Teachers

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization issued by the Commission on Teacher Credentialing (CTC) that specifically authorizes him/her to teach students with the primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.1-80048.9.4)

The district may employ a person with an appropriate district intern credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district intern program. (Education Code 44325, 44326, 44830.3)

The Superintendent or designee may request that the CTC issue a special education limited assignment teaching permit which authorizes a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80026, 80027.1)

As needed, the district may apply to the CTC for an emergency permit for resource specialist services pursuant to 5 CCR 80023.2 and 80024.3.1.

When requesting either a limited assignment teaching permit or an emergency resource specialist permit, the Superintendent or designee shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026 and has been approved by the Board at a regularly scheduled Board meeting. (5 CCR 80026)

If there is a need to immediately fill a classroom vacancy or a suitable credentialed teacher cannot be found after a diligent search, the Superintendent or designee may, as appropriate, apply to the CTC for a short-term staff permit pursuant to 5 CCR 80021, a provisional internship permit pursuant to 5 CCR 80021.1, or, as a last resort, a credential waiver.

Individuals providing related services to students with disabilities, including developmental, corrective, and other supportive and related services, shall meet the applicable qualifications specified in 5 CCR 3051-3051.24. (5 CCR 3051; 34 CFR 300.34, 300.156)

The Superintendent or designee shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

Whenever a candidate for a clear education specialist credential is employed by the district, the Superintendent or designee shall, within 60 days of employment, collaborate with the candidate and, as applicable, with the college or university to develop an individualized induction plan including supported induction and job-related course of advanced preparation. (5 CCR 80048.8.1)

Resource Specialists

The duties of resource specialists shall include, but are not limited to: (Education Code 56362; 5 CCR 80070.5)

1. Providing instruction and services for students with disabilities whose needs have been identified in an IEP

2. Conducting educational assessments

3. Providing information and assistance for students with disabilities and their parents/guardians

4. Providing consultation, resource information, and material regarding students with disabilities to staff members in the regular education program and the students' parents/guardians

5. Coordinating special education services with the regular school program for each student with disabilities enrolled in the resource specialist program

6. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team

7. Providing services for secondary students that emphasize academic achievement, career and vocational development, and preparation for adult life

   Any student who receives resource specialist services shall be assigned to regular classroom teacher(s) for a majority of the school day, unless his/her IEP team approves enrollment in the resource specialist program for a majority of the school day. (Education Code 56362; 5 CCR 80070.5)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362.

Caseloads

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the

agreement of the resource specialist, the Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases, unless the SELPA plan specifies a higher average caseload and states the reasons for the higher average caseload. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 years shall not exceed 40. (Education Code 56363.3, 56441.7)

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

State	Description
5 CCR 3051.1-3051.24	Staff qualifications to provide related services to students with disabilities
5 CCR 3100	Waivers of maximum caseload for resource specialists
5 CCR 80021.1	Provisional internship permit
5 CCR 80023.2	Emergency permits
5 CCR 80025.4	Substitute teaching: special education
5 CCR 80026	Declaration of need for fully qualified educators
5 CCR 80027.1	Special education limited assignment teaching permit
5 CCR 80046.1	Added authorization to teach adapted physical education
5 CCR 80046.5	Credential holders authorized to serve students with disabilities
5 CCR 80047-80047.9	Credentials to provide instructional services to students with disabilities
5 CCR 80048-80048.9.4	Credential requirements and authorizations
5 CCR 80070.1-80070.6	Resource specialists
5 CCR 80334	Unauthorized private gain or advantage
Ed. Code 44250-44277	Credential types
Ed. Code 44256	Credential types: specialist instruction

Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 44265-44265.9	Special education credential
Ed. Code 44325-44328	District interns
Ed. Code 44830.3	Employing district interns
Ed. Code 56000-56865	Special education programs
Ed. Code 56195.8	Adoption of policies
Ed. Code 56361	Program options
Ed. Code 56362-56362.5	Resource specialist program
Ed. Code 56363.3	Maximum caseload; language, speech, and hearing specialists
Ed. Code 56440-56441.7	Programs for individuals between the ages of three and five years; caseloads
Ed. Code 8264.8	Staffing ratios

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 300.156	Special education personnel requirements
34 CFR 300.34	Related services
34 CFR 300.8	Definition of autism

Management Resources	**Description**
Commission on Teacher Credentialing Publication	Education Specialist Teaching and Other Related Services Credential Program Standards, 2012
Commission on Teacher Credentialing Publication	Special Education Teaching & Services Credentials, Added Auth. in Special Education, and Lmtd. Asgmt. Permits for CA Prep. Teachers: FAQ, May 26, 2014
Website	CSBA District and County Office of Education Legal Services
Website	National Association of Special Education Teachers
Website	California Speech-Language-Hearing Association
Website	California Association of Resource Specialists and Special Education Teachers
Website	California Department of Education, Special Education
Website	Commission on Teacher Credentialing

Cross References

Code	Description
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1431	Waivers
3312	Contracts
3600	Consultants
4111	Recruitment And Selection
4112.21	Interns
4112.21	Interns
4113	Assignment
4113	Assignment
4131	Staff Development
4141	Collective Bargaining Agreement
4211	Recruitment And Selection
4241	Collective Bargaining Agreement
4311	Recruitment And Selection
4331	Staff Development
4331	Staff Development
6151	Class Size
6151	Class Size
6159	Individualized Education Program
6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education

6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMINISTRATIVE REGULATION**

AGENDA ITEM: **FIRST READING: NEW EXHIBIT 4119.12, TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES**

ATTACHMENTS: **E 4119.12**

FUNDING SOURCE: **N/A**

DISCUSSION:

Exhibit reflects NEW COURT DECISION (Tennessee v. Cardona) which vacated nationwide the Title IX regulations which took effect August 1, 2024, and NEW GUIDANCE from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and revise the notification requirements accordingly.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent***

BOARD GOAL:

- ☐ 1. **Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- ☐ 2. **Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the first reading of exhibit 4119.12.**

PROPOSED ACTION: **APPROVE**

Item #: 42

Exhibit 4119.12-E(1): Title IX Sexual Harassment Complaint Procedures **Status:** DRAFT

Original Adopted Date: Pending

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The district shall not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to admission and employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

The district shall take prompt and equitable action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The following employee serves as the district's Title IX Coordinator and is responsible for addressing concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment:

Brian Zimmerman, Assistant Superintendent
12623 Avenue 416, Orosi, Ca 93647
559-528-4763
brianzimmerman@cojusd.org

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator shall promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see Board Policy/Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment, and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, on the district's website at https://www.cojusd.org/page/policies-and-non-discrimination-notifications

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact:

Brian Zimmerman, Assistant Superintendent
12623 Avenue 416, Orosi, Ca 93647
559-528-4763
brianzimmerman@cojusd.org

Materials used to train the Title IX Coordinator, investigator(s), decisionmaker(s), and any person(s) who facilitates an informal resolution process, are also publicly available on the district's website or at the district office upon request.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **FIRST READING: NEW ADMINISTRATIVE REGULATION 5131.41: USE OF SECLUSION AND RESTRAINT**

ATTACHMENTS: **ADMINISTRATIVE REGULATION 5131.41 USE OF SECLUSION AND RESTRAINT**

FUNDING SOURCE: **N/A**

DISCUSSION: Regulation adopted to reflect the district's requirement to report on district's website the use of seclusion and behavioral restraints.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Director of Accountability, Student Services & Categorical Programs.***

BOARD GOAL:

- [X] 1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
- [ ] 2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- [X] 3. **Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the First Reading of Administrative Regulations 5131.41 Use of Seclusion and Restraint.**

PROPOSED ACTION: **APPROVE**

Item #: 43

Regulation 5131.41: Use Of Seclusion And Restraint **Status:** DRAFT

Original Adopted Date: Pending

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except as authorized by law when the behavior poses a clear and present danger of serious physical harm to the student, other students, or others on campus, and that cannot be immediately prevented by a less restrictive response.

Definitions

Behavioral restraint includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

Mechanical restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Seclusion means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)

Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

Additionally, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement

2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room

3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places the staff member's body weight against the student's torso or back

4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face

5. Use prone restraint, defined as the application of a behavioral restraint on a student in a facedown position for any period of time and includes prone containment (Education Code 49005.1)

6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present

danger of serious physical harm to the student or others

Limited Use of Seclusion or Restraint

Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be immediately prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

When used, seclusion or restraint shall not be applied for longer than is necessary to contain the dangerous behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek the assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

Seclusion or restraint may only be applied to a student with disabilities in accordance with rules specified in Administrative Regulation 6159.4 - Behavioral Interventions for Special Education Students. Staff may not apply seclusion or restraint to students with disabilities based on assumptions or stereotypes about disabilities or students with disabilities or for behavior that would not result in restraint or seclusion for students without disabilities.

The Superintendent or designee shall provide training to staff in the safe and effective use of seclusion and restraint, as appropriate.

Documentation of Seclusion and Restraint

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs. (Education Code 56521.1)

A behavior emergency report shall be completed and forwarded to the Superintendent or designee for review. This report shall include: (Education Code 56521.1)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavior intervention plan
6. Details of any injuries sustained by the student or others, including staff, as a result of the incident

Reports

The Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be posted on the district's website and submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 7920.000-7930.215. (Education Code 49006)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**ADMINISTRATIVE/ ORGANIZATIONAL**
AGENDA ITEM:	**FIRST READING: NEW BOARD POLICY 5141.5 MENTAL HEALTH**
ATTACHMENTS:	**NEW BOARD POLICY 5141.5 MENTAL HEALTH**
FUNDING SOURCE:	**N/A**

DISCUSSION: Policy updated to include substance abuse in instruction provided to students, and to include students as recipients of information and training that the Superintendent or designee is required to provide. Additionally, policy updated to reflect NEW LAW (SB 153, 2024) which (1) requires the district to, by July 1, 2029, certify to the California Department of Education that all certificated employees and 40 percent of classified employes who have direct contact with students in grades 7-12 receive youth behavioral training at least one time, and (2) requires the Governing Board of any district serving students in grades 7-12 to, before January 31, 2026, adopt a policy at a regularly scheduled meeting, on referral protocols for addressing student behavioral health concerns.

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 and meet the needs of all students in a safe supportive environment.**
- ☐ **2. Build 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 that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the First Read of BP 5141.5**

PROPOSED ACTION: **APPROVE**

Item #: 44

Policy 5141.5: Mental Health

Status: DRAFT

Original Adopted Date: Pending

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

Instruction provided to students shall promote student health and mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework, as specified in Administrative Regulation 6143 - Courses of Study, and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors including substance abuse, developing coping skills, and identifying resources that may provide assistance.

Information and Training

The Superintendent or designee shall provide school staff and students with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Additionally, such training shall provide instruction on how to maintain student privacy and confidentiality, and may be provided to parents/guardians and families. (Education Code 49428.15)

The Superintendent or designee shall ensure that all certificated employees and 40 percent of classified employes who have direct contact with students in grades 7-12 receive youth behavioral

training at least one time, in accordance with Education Code 49428.2.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

Annually, the Superintendent or designee shall provide, and require all certificated employees serving students in grades 7 to 12 to participate in, at least one hour of cultural competency training to support lesbian, gay, bisexual, transgender, queer, and questioning individuals. The district shall maintain records documenting the date that each employee completed the training and the name of the entity that provided the training. (Education Code 218.3)

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification to parents/guardians and to students shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students

2. Including the information, at the beginning of the school year, in the parent/guardian handbook and in student orientation materials or a student handbook

3. Posting the information on the school's website or social media

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes

2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors

3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers

4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy

5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

The district's referral protocols shall: (Education Code 49428.1)

1. Address the appropriate and timely referral by school staff of students with behavioral health concerns

2. Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate

   The protocols shall be accessible to students who may be the subject of disciplinary action.

3. Be adaptable to varied local service arrangements for behavioral health services

4. Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions

   "Evidence-based" means peer-reviewed, scientific research evidence, including studies based on research methodologies that control threats to both the internal and the external validity of the research findings.

5. Address the inclusion of parents/guardians in the referral process

6. Be written to ensure clarity and ease of use by certificated and classified school employees

7. Reflect differentiated referral processes for students with exceptional needs and other populations for whom the referral process may be distinct

8. Be written to ensure that school employees act only within the authorization or scope of their credential or license

   School employees are not authorized or encouraged to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

9. Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health programs

A student 12 years of age or older may consent to mental health treatment or counseling if the

student, in the opinion of the attending mental health professional, is mature enough to participate intelligently in the services. Additionally, the student's parent/guardian shall consent to student's treatment, unless the mental health professional determines, after consulting with the student, that the involvement of the parent/guardian would be inappropriate. (Family Code 6924)

In delivering mental health and behavioral health services to students, the district may use telehealth or other information and communication technologies that facilitate the diagnosis, consultation, treatment, education, care management, and self-management of a student's health while the student is on campus and the health care provider is at a distant location. (Education Code 49429)

Prior to utilizing telehealth technology to manage a student's mental health or behavior, the mental health professional shall consult with the student, parent/guardian, and/or the student's individualized education program team, as required by law, unless the mental health professional determines that the involvement would be inappropriate pursuant to Family Code 6924.

In using telehealth technology to provide mental health services to students, the Superintendent or designee shall ensure that mental health professionals comply with applicable professional codes of ethics and legal authority. Additionally, space that affords privacy and confidentiality of telehealth sessions shall be provided for students and an emergency response plan shall be put in place that lays out all legally-mandated steps to take when a student suddenly begins to exhibit suicidal ideation or other potentially dangerous behavior during a telehealth session.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

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

State	Description
Ed. Code 215-216	Student suicide prevention
Ed. Code 218.3	Lesbian, Gay, Transgender, Queer, and Questioning Student Resources; online training delivery platform
Ed. Code 219	Lesbian, Gay, Transgender, Queer, and Questioning Student Resources; advisory task force
Ed. Code 232.7	Model policy and resources; body shaming
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33546.4	Instructional Quality Commission; consideration of skills related to mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation when Health Education Framework next revised
Ed. Code 49060-49079	Student records
Ed. Code 49428	Telehealth technology in schools
Ed. Code 49428.1	Student mental health referral protocols
Ed. Code 49428.15	Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health
Ed. Code 49428.2	Requirement for policy on referral protocols
Ed. Code 49428.5	Student mental health poster
Ed. Code 49600	Responsibilities of school counselors
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Ed. Code 51225.38	Instruction in the dangers associated with fentanyl use
Ed. Code 56171	Duty to identify and assess children in private schools who need special education services
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Family Code 6924	Consent by minor
W&I Code 5698	System of care for children and youth with serious emotional disturbance
W&I Code 5840-5840.8	Prevention and early intervention programs

W&I Code 5850-5883	Mental Health Services Act

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

Management Resources	**Description**
California Department of Education Publication	Mental Health Instruction Expansion Education Plan, rev. March 2024
California Department of Education Publication	Telehealth Guidance for School Districts, July 2024
California Department of Education Publication	Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
California Department of Education Publication	Youth Behavioral Health Training Programs
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
CDC Publication	Promoting Mental Health and Well-Being in Schools, December 2023
CSBA Publication	Safe Schools Toolkit: Bullying and Cyberbullying, July 2024
Nat. Child Traumatic Stress Network Publication	Child Trauma Toolkit for Educators, 2008
US Department of Education Publication	Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, April 2023
US Department of Health and Human Services Pub.	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023
US Dept of Health and Human Services Publication	Creating an emergency plan for telebehavioral health, September 2024
US Dept of Health and Human Services Publication	Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023

USDOE Ofc for Civil Rights, USDOJ Civil Rights Pub	Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19, October 2021
USDOE Ofc of Special Edu & Rehabilitative Svcs Pub	Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs, 2021
Website	Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS)
Website	CalHOPE Schools Initiative
Website	California Surgeon General, Safe Spaces: Trauma-Informed Training
Website	Children and Youth Behavioral Health Initiative
Website	Schoolsafety.gov
Website	CSBA District and County Office of Education Legal Services
Website	National Child Traumatic Stress Network
Website	National Council for Behavioral Health, Mental Health First Aid
Website	Suicide Prevention Lifeline
Website	Suicide Prevention Resource Center
Website	Substance Abuse and Mental Health Services Administration
Website	American Association of Suicidology
Website	American Psychological Association
Website	California Department of Education, Mental Health
Website	Centers for Disease Control and Prevention, Mental Health
Website	National Association of School Psychologists
Website	National Institute for Mental Health
Website	American Foundation for Suicide Prevention
Website	American School Counselor Association
Website	U.S. Department of Health and Human Services
Website	California Department of Health Care Services
Website	Office of the Surgeon General

Cross References

Code	Description
1113	District And School Websites
1113	District And School Websites
4131	Staff Development
5131.2	Bullying
5131.2	Bullying
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5141.6-E PDF(1)	School Health Services - Student Health And Social Services
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6164.2	Guidance/Counseling Services
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION:	**ADMINISTRATIVE/ORGANIZATIONAL**
AGENDA ITEM:	**FIRST READ OF NEW BOARD POLICY AND ADMINISTRATIVE REGULATION 6142.1 SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION**
ATTACHMENTS:	**BOARD POLICY AND ADMINISTRATIVE REGULATION 6142.1**
FUNDING SOURCE:	**N/A**

DISCUSSION: Attached for a first reading is Board Policy and Administrative Regulation 6142.1 Sexual health and HIV/AIDS Prevention Instruction. The policy reflects the new court decision in *Mahmoud v. Taylor*, which held that the First Amendment requires school districts to provide parents/guardians with notice and the option to opt their children out of elementary instruction involving LGBTQ+ storybooks, due to potential interference with religious development. The Regulation reflects new law AB 2229 (2024), mandating the inclusion of menstrual health in comprehensive sexual health education, and AB 2053 (2024), requiring instruction on adolescent relationship abuse and information about related support resources.

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:	[X] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.** [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.** [X] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**
RECOMMENDATION:	**The Superintendent recommends the Board approve First Reading of Board Policy and Administrative Regulation 6142.1.**
PROPOSED ACTION:	**APPROVE**

Item #: 45

Policy 6142.1: Sexual Health And HIV/AIDS Prevention Instruction

Status: DRAFT

Original Adopted Date: Pending

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction in comprehensive sexual health and human immunodeficiency virus (HIV) prevention.

The district shall respect the rights of parents/guardians to supervise their students' education on these subjects and to impart values to their children regarding human sexuality.

As specified in the accompanying administrative regulation, the district shall strive to provide students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking; to have healthy, positive, and safe relationships and behaviors; to understand sexuality as a normal part of human development; and to develop healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family. (Education Code 51930-51939)

Each student in grades 7-12 shall receive comprehensive sexual health and HIV prevention education at least once in junior high or middle school and at least once in high school unless the student's parent(s)/guardian(s) opt the student out of such instruction as specified in "Parent/Guardian Notification and Opt-Out" in the accompanying administrative regulation. (Education Code 51934)

General Criteria for Instruction and Materials

The Superintendent or designee shall ensure that the district's comprehensive sexual health and HIV prevention education and the associated materials: (Education Code 51930, 51933)

1. Are age appropriate
2. Are medically accurate and objective
3. Are aligned with and support the following purposes:
    a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
    b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
    c. To promote understanding of sexuality as a normal part of human development
    d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education and provide educators with clear tools and guidance to accomplish that end
    e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with English learners, students with disabilities, and students of all races, genders, sexual orientations, and ethnic and cultural backgrounds
5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220

8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships

9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes

10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so

11. Teach the value of and prepare students to have and maintain committed relationships such as marriage

12. Provide students with the knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, harassment, and intimidation

13. Provide students with the knowledge and skills for making and implementing healthy decisions about sexuality, including communication and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities

14. Do not teach or promote religious doctrine

Additionally, the district's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework. (Education Code 51225.36, 67386)

The Superintendent or designee shall identify appropriate methods for informing parents/guardians about subjects related to the district's comprehensive sexual health and HIV prevention education. The Superintendent or designee shall use such identified methods to inform parents/guardians of students in grades 6-12 about human trafficking prevention resources, as required pursuant to Education Code 49381.

Parent/Guardian Notification and Opt-Out

At the beginning of each school year or at the time of a student's enrollment, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing to opt their students out of participating in comprehensive sexual health and HIV prevention education. Students so excused shall be given an alternative educational activity. Additionally, a student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian opts the student out of such instruction. (Education Code 51240, 51938, 51939)

Regulation 6142.1: Sexual Health And HIV/AIDS Prevention Instruction **Status:** DRAFT

Original Adopted Date: Pending

Definitions

Comprehensive sexual health education means education regarding human development and sexuality, including education on menstrual health, pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

Components of Sexual Health and HIV Prevention Education

In addition to complying with the criteria listed in "General Criteria for Instruction and Materials" in the accompanying Board policy, the district's comprehensive sexual health and HIV prevention education for students in grades 7-12 shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body

2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use

3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

   The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention

5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing

6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others

7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and testing is the only way to know if one is HIV-positive.

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence

9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception

   Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:

   a. Parenting, adoption, and abortion

   b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5

   c. The importance of prenatal care

10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking, including:

    a. Information on the prevalence and nature of human trafficking, strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance if there is a suspicion of trafficking

    b. Information on how social media and mobile device applications are used for human trafficking

11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs of each, and the resources available to students related to adolescent relationship abuse and intimate partner violence, including the National Domestic Violence Hotline and local domestic violence hotlines that provide confidential support services for students that have experienced domestic violence or stalking

The district's comprehensive sexual health and HIV prevention education shall include instruction regarding the potential risks and consequences of creating and sharing suggestive or sexually explicit materials through cell phones, social networking websites, computer networks, or other digital media. (Education Code 51934)

Professional Development

The district's comprehensive sexual health and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from CDE or the Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

The Superintendent or designee shall periodically provide continuing education that enables district personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and current prevention efforts and methods. Such education may include early identification of abuse, including sexual abuse, and human trafficking of students and minors. (Education Code 51950)

Use of Consultants or Guest Speakers

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

Parent/Guardian Notification and Opt-Out

At the beginning of each school year or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about comprehensive sexual health and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection

2. That parents/guardians have a right to opt their students out of comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district

3. That parents/guardians have a right to request a copy of Education Code 51930-51939

4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants and, if the district chooses to use outside consultants or guest speakers for this purpose, the following information:

    a. The date of the instruction

    b. The name of the organization or affiliation of each guest speaker

    c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given.

Except as required by law, the requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parent/guardian notification and opt-out shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health or HIV prevention education as defined in Education Code 51931

2. Instruction, materials, presentations, or programming that discusses gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and does not discuss human reproductive organs and their functions

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF ADDITIONAL HOURS TO (1) FOOD SERVICE WORKER II**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **FOOD SERVICE FUNDS**

DISCUSSION:

The district requests Board approval to increase the hours of (1) Food Service Worker II position from 3 hours to 4 hours a day at El Monte Middle School. With the installation of the new fridge/freezer, El Monte is now preparing and making all its own food on site. This transition has added responsibilities and requires additional time to complete all daily tasks.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent*

BOARD GOAL:

- ☐ 1. **Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- ☐ 2. **Build 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 that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the additional hours.**

PROPOSED ACTION: **APPROVE**

Item #: 46

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

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: Brian Zimmerman, Assistant Superintendent*

BOARD GOAL:

- ☐ 1. **Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- ☐ 2. **Build 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 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
CUTLER OROSI JOINT UNIFIED SCHOOL DISTRICT

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Cutler-Orosi
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(559) 528-3132
www.cousd.org

TO: Board of Trustees

FROM: Brian Zimmerman, Assistant Superintendent of Administrative Services

RE: Personnel Recommendations

DATE: October 9, 2025

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Avid Tutor at Orosi High School, effective September 23, 2025.
2. Behavior Intervention Technician at Cutler Elementary School, effective September 22, 2025.
3. Science Teacher at Orosi High School, effective September 23, 2025.

PROMOTIONS/REASSIGNMENTS:

4. Grant Funded Instructional Aide at El Monte Middle School, effective September 8, 2025. GRANT FUNDED
5. Preschool Teacher at Palm Elementary School, effective September 22, 2025.
6. from 3.5-hour Food Service Worker II to 4.5-hour Food Service Worker II, effective September 22, 2025.
7. from 4.5-hour Food Service Worker II to 5.5-hour Food Service Worker II, effective September 22, 2025.
8. from 3-hour Food Service Worker II to 3.5-hour Food Service Worker II, effective September 23, 2025.

RESIGNATIONS/RETIREMENTS:

9. R&E Aide at Golden Valley Elementary School, resigned effective September 30, 2025.
10. Teacher/Athletic Director at Orosi High School, resigned and pending release of contract.

Educating Minds, Inspiring Futures

CUTLER OROSI JOINT UNIFIED SCHOOL DISTRICT

LEAVES: (Statutory – For Informational Purposes):

11. Academic Coach at District Office, on Maternity Leave beginning September 13, 2025, through 6-8 weeks post-partum.
12. Special Education Aide at Orosi High School, on Maternity Leave beginning September 1, 2025 through 6-8 weeks post-partum.
13. School Psychologist at District Office, on Baby Bonding Leave beginning September 29, 2025 through October 6, 2025.
14. Teacher at Golden Valley Elementary, on Baby Bonding Leave beginning September 8, 2025 through December 16, 2025.
15. Warehouse Bus Driver at Transportation, on Baby Bonding Leave beginning September 11, 2025 through September 19, 2025.
16. Preschool Aide at Golden Valley Elementary, on Baby Bonding Leave beginning September 22, 2025 through September 30, 2025.
17. RSP Teacher at Cutler Elementary, on Baby Bonding Leave beginning December 1, 2025 through January 30, 2026.

Board of Trustees
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Delia Martinez
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Mary Helen Espino
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Javier Quevedo
Trustee
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Administration
Yolanda Valdez
Superintendent

Dr. Brian Zimmerman
Assistant Superintendent
Administrative Services

Shevanne Swanson
Assistant Superintendent
Educational Services

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
October 9, 2025

AGENDA SECTION: **CLOSED**

AGENDA ITEM: **RESOLUTION NO. 2025-2026-06 : PUBLIC EMPLOYEE DISCIPLINE/DIMISSAL/RELEASE (Government Code Section 54957)**

ATTACHMENTS: **RESOLUTION NO. 2025-2026-06**

FUNDING SOURCE: **N/A**

DISCUSSION:

It is recommended that the Board approve the resolution for the release of Mental Health federally funded temporary certificated employees.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Brian Zimmerman, Assistant Superintendent***

BOARD GOAL:

- [ ] **1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
- [ ] **2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
- [X] **3. Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends that the Board approve the Resolution No. 2025-2026-06.**

PROPOSED ACTION: **APPROVE**

Item #: B

GOVERNING BOARD OF THE
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTSRICT

Resolution No. 2025-2026-06

RESOLUTION OF NON-REEMPLOYMENT OF TEMPORARY CERTIFICATED EMPLOYEES

WHEREAS, the Governing Board ("Board") of Cutler-Orosi Joint Unified School District ("District") employs temporary certificated employees pursuant to Sections 44909, 44919, 44920, and/or 44921 of the Education Code;

WHEREAS, the employees set forth in Exhibit A attached hereto are certificated temporary employees working under categorially funded temporary contracts with the District;

WHEREAS, Education Code section 44909 authorizes certificated temporary employees to be released pursuant to Education Code section 44954 at the expiration of their categorically funded program/project;

WHEREAS, the Governing Board has decided, on the recommendation of the Superintendent, to release the employees listed in Exhibit A from their temporary categorically funded program/project positions effective December 31, 2025 at the expiration of their categorically funded program/project.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Cutler-Orosi Joint Unified School District hereby authorizes the Superintendent or the Superintendent's designee to notify the temporary certificated employees listed in Exhibit A of the Board's decision not to retain them after December 31, 2025 due to the expiration of their categorically funded program/project in accordance with the requirements of Education Code section 44954 and 44909. The Superintendent or the Superintendent's designee is authorized to take any other actions necessary to carry out the intent of this Resolution.

PASSED AND ADOPTED by the Cutler-Orosi Joint Unified School District Governing Board on this 9 day of October, 2025, by the following vote:

AYES:
NAYS:
ABSTAIN:
ABSENT:

Attest,

_____
Sandra Williams, Board President
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

I, Delia Martinez, Clerk of the Board of Trustees of the Cutler-Orosi Joint Unified School District, do hereby certify that the foregoing Resolution No. 2025-2026-06is a true and correct copy of the Resolution that was regularly introduced, passed, and adopted by the Board of Trustees at its meeting on October 9, 2025.

ATTEST:

_____

Delia Martinez, Board Clerk
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

EXHIBIT A

1. 3789415241
2. 1472753308
3. 4701511562
4. 3493211548
5. 2965276518
6. 1867130823
7. 6553582310
8. 1380842284
9. 1134210069
10. 6044147665
11. 5331681642
12. 3934188073