Cutler-Orosi Joint Unified School District
Regular Meeting of the Board of Trustees
Thursday, January 8, 2026
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:

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	11-22	Minutes of the Regular Board Meeting Dated December 15, 2025	3
2	23-31	Accounts Payable Total Payments Dated November 19th Through December 17, 2025	1, 2, 3
3	32-35	Budget Revision #6	1, 2, 3
4	36-37	December Cash Balance Report	1, 2, 3
5	38-39	Interdistrict Transfer Requests	1, 3
6	40-43	Approval of Orosi High School Student Overnight Trip to University of California Berkley for Speech and Debate Competition	1
7	44-47	Approval of Orosi High School Student Overnight Field Trip to James Logan High School in Union City, CA for Speech and Debate Competition	1
8	48-50	Approve Overnight Trip For Work Based Learning: FFA/Ag Leadership Development Made For Excellence Conference And Advanced Leadership Academy In Visalia, Ca	1
9	51-55	Approve Work Based Learning: FFA/Ag Sacramento Leadership Experience Overnight Stay	1, 2
10	56-63	Approve Work Based Leaning Leadership Development FFA/Ag Butte College State Officer Training	1, 2
11	64	Additions to Contractor Prequalification List	3
12	65	Addition of Contractors to the District's Cost Accounting Prequalification List	3
13	66-67	Approve Tech Device E-Waste Disposals	3
14	68-70	Ratify Agreement with WholeLeader Consulting by Dr. Lori Gonzalez	2
15	71-169	Approve Save the Children Federation, inc. Memorandum of Understanding for After School Education and Safety (ASES) Program Academic Support Services	1, 2
16	170-354	Approve School Accountability Report Cards (SARC) for All School Sites	1, 2, 3
17	355-356	Update Board Policy 3512 – Equipment	3

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CONSENT ITEMS – continued

18	**357-361**	**Update Board Policy and Administrative Regulation 5020: Parent Right and Responsibilities**	**1, 3**
19	**362-367**	**Update Board Policy and Administrative Regulation 5117: Interdistrict Attendance**	**1, 3**
20	**368-374**	**Update Board Policy and Administrative Regulation 5141.4: Child Abuse Prevention and Reporting**	**1**
21	**375-384**	**Update Board Policy and Administrative Regulation 6020: Parent Involvement**	**1**
22	**385-394**	**Update Board Policy and Administrative Regulation 6143: Courses of Study**	**1, 3**

Motion to approve Item #1- 22 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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CURRICULUM/ INSTRUCTION ITEMS

Item #	Page #	Description	Goal #
23	395-396	**Approval of 2026-2027 District Calendar** Motion to approve Item #23 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1
24	397-433	**Approval of Orosi High School 2026-2027 Course of Study Guidebook** Motion to approve Item #24 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 3

ADMINISTRATIVE/ ORGANIZATIONAL ITEMS

Item #	Page #	Description	Goal #
25	434	**Appointment of Bond Oversight Committee Members** Motion to approve Item #25 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	3
26	435-437	**Second Reading and Adoption of New Board Policy 5138: Conflict Resolution/Peer Mediation** Motion to approve Item #26 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 3

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ADMINISTRATIVE/ ORGANIZATIONAL ITEMS – continued

27 438-439 Approve Deletion of Board Policy 6146.2: Certificate of Proficiency 1, 3

Motion to approve Item #27 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

28 440-441 Update Administrative Regulation 6146.2: Certificate of Proficiency/ High School Equivalency 1, 3

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

_____/_____/_____
Yes No Abstain

29 443-444 Approve Adoption of Exhibit 6146.2: Certification of Proficiency/High School Equivalency 1, 3

Motion to approve Item #29 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

30 445-447 Records Destruction Approval 3

Motion to approve Item #30 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

31 448-451 Public Hearing of 2024-2025 Classified Salary Schedule 3

Hearing Start Time: _____ Hearing End Time: _____

32 452 Approval of 2024-2025 Classified Salary Schedule 3

Motion to approve Item #32 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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PUBLIC COMMENTS CLOSED SESSION ITEMS:
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CLOSING ACTIVITIES: The Governing Board members have an opportunity to comment.

Motion to adjourn to Closed Session at _____ p.m. made by: _____
Motion Seconded by: _____ _____/_____/_____
Yes No Abstain

CLOSED SESSION

Goal # 3

Item A
Page(s)
453-455

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

- **Superintendent Mid-Year Review**

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Grant Funded Bachelor Social Worker at the Family Education Center, effective December 3, 2025. GRANT FUNDED
2. Custodian Bus Driver at Orosi High School, effective December 8, 2025.
3. R&E Aide at Orosi High School, effective December 4, 2025.
4. Preschool Aide at Cutler Elementary School, effective December 8, 2025.
5. Food Service Worker II at El Monte Middle School, effective December 15, 2025.
6. R&E Aide at Golden Valley Elementary School, effective December 12, 2025.
7. Avid Tutor at El Monte Middle School, effective December 19, 2025.

PROMOTIONS/REASSIGNMENTS:

8. from Grant Funded District PBIS Coordinator to Counselor II, at Orosi High School, effective December 8, 2025.

RESIGNATIONS/RETIREMENTS:

9. Outreach Aide at the Family Education Center, resigned effective December 1, 2025.
10. Preschool Aide at Palm Elementary School, resigned effective December 19, 2025.
11. R&E Aide at El Monte Middle School, resigned effective December 19, 2025.

LEAVES: (Statutory – For Informational Purposes):

12. BCBA at District Wide, on Maternity Leave beginning December 1, 2025, through 6-8 weeks post-partum.
13. Special Education Aide at Orosi High School, on Baby Bonding Leave beginning November 12, 2025, through December 19, 2025.
14. School Psychologist at District Wide, on Baby Bonding Leave beginning December 4, 2025, through December 19, 2025.
15. Library Aide at Lovell High School, on Baby Bonding Leave beginning December 10, 2025, through December 19, 2025.

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LEAVES: (Statutory – For Informational Purposes): continued

16. Director of Special Services, on Baby Bonding Leave beginning December 15, 2025, through January 9, 2026.
17. School Psychologist at El Monte Middle School, on Baby Bonding Leave beginning January 26, 2026, through February 9, 2026.

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

_____/_____/_____
Yes No Abstain

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

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)

Item D
Pages 456-457 **Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving Pupil Records (Ed Code 35146; 48912(B); 48918(C): Discussion on the Cases listed below will be taken during Closed Session. Action to take place upon reconvening the Open Session.**

- **2025-2026-01 – Suspend Expulsion**

Adjournment to Open Session:

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

_____/_____/_____
Yes No Abstain

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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

- **Superintendent Mid-Year Review**

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Grant Funded Bachelor Social Worker at the Family Education Center, effective December 3, 2025. GRANT FUNDED
2. Custodian Bus Driver at Orosi High School, effective December 8, 2025.
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7. Avid Tutor at El Monte Middle School, effective December 19, 2025.

PROMOTIONS/REASSIGNMENTS:

8. from Grant Funded District PBIS Coordinator to Counselor II, at Orosi High School, effective December 8, 2025.

RESIGNATIONS/RETIREMENTS:

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LEAVES: (Statutory – For Informational Purposes):

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14. School Psychologist at District Wide, on Baby Bonding Leave beginning December 4, 2025, through December 19, 2025.
15. Library Aide at Lovell High School, on Baby Bonding Leave beginning December 10, 2025, through December 19, 2025.

LEAVES: (Statutory – For Informational Purposes): continued

16. Director of Special Services, on Baby Bonding Leave beginning December 15, 2025, through January 9, 2026.
17. School Psychologist at El Monte Middle School, on Baby Bonding Leave beginning January 26, 2026, through February 9, 2026.

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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Item D **Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving Pupil Records (Ed Code 35146; 48912(B); 48918(C): Discussion on the cases listed below will take place during Closed Session. Action on the cases will take place upon reconvening the Open Session.**

- **2025-2026-01 – Suspend Expulsion**

Motion to approve Item D - Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving Pupil Records (Ed Code 35146; 48912(B); 48918(C)
made by: _____ Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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, February 12, 2026, with the Open Session beginning at 5:30 p.m. and Closed Session at 6:30 p.m. The Board Meeting will take place at the COJUSD Board Room – 12623 Avenue 416, Orosi CA 93647.

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
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MINUTES OF THE ANNULA ORGANIZATIONAL AND REGULAR BOARD MEETING DATED DECEMBER 15, 2025**

ATTACHMENTS: **MINUTES OF THE ANNUAL ORGANIZATIONAL AND REGULAR BOARD MEETING DATED DECEMBER 15, 2025**

FUNDING SOURCE: **N/A**

DISCUSSION:
A Regular Meeting of the Board of Trustees was held on December 15, 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 December 15, 2025.**

PROPOSED ACTION: **APPROVE**

Item #: 1

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

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

MINUTES OF THE BOARD OF TRUSTEES ANNUAL ORGANIZATIONAL & REGULAR BOARD MEETING

Regular	5:30 p.m.	Thursday	December 15, 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
Mary Helen Espino, Trustee
Joni Jordan, Trustee
Javier Quevedo, Trustee
Karen Gonzalez, Trustee

District Office Administrative Staff
Yolanda Valdez
Shevonne Swanson
Dr. Brian Zimmerman
Faith Coleman
Raffi Soghomonian
Antonio Quintanilla
Micaela Macareno
Linda Montemayor
Jayboy Camaquin
Ray Quintana
Laura Gonzalez
Veronica Raigoza

School Site Principals
Oscar Villasenor – Orosi High School Principal
Dr. Larissa Goosev – El Monte Principal
Dr. Diana Vides – Cutler Elem. Principal
Melissa Delgadillo – Golden Valley Elementary
Yovana Castillo – Palm Elem. School Principal

ALL TO ORDER

Superintendent Yolanda Valdez called the meeting to order at 5:30 p.m. She informed she would be conducting meeting until after the Annual Organizational section of the meeting took place.

Pledge of Allegiance:

The Pledge of Allegiance was led by Trustee Joni Jordan.

Superintendent Presentations/ Reports – Non- Action Items

- **Palm Elementary School Presentation**

Superintendent Valdez introduced Palm Elementary School Principal Yovanna Castillo and Learning Director Sandra Cerda who provided a presentation for the Board. They introduced the Palm School Leadership Club; a group of students who promote leadership and kindness at Palm School Student provided a presentation and a short video. The following students and staff also received recognition:

Sophia Martinez Meza – Kinder
Aiden Cerda – 1st Grade
Eli Moreno – 2nd Grade
Juan Banda – 3rd Grade
Gleyra Serafio – 4th Grade
Joel Rodriguez – 5th Grade

Staff:
Alexa Huerta– Classified Employee
Kimberly Veracruz – School Counselor

- **Educational Results Partnership – Honor Roll List**

Superintendent Valdez recognized Palm Elementary School Principal Yovana Castillo and all staff present for the recent award received by Palm School. She informed Palm School had made the Honor Roll List for the Educational Results Partnership Organization.

- **Orosi High School Recognitions**

Superintendent Valdez introduced OHS Principal Oscar Villasenor and both recognized OHS Varsity Football Head Coach Ben White for his dedication to OHS football. She thanked him for the sacrifices he made to be there for the team when his son was also playing, and she thanked his wife who was present for her support in his dedication to the team.

- **PBIS Recognitions**

Superintendent Valdez introduced Linda Montemayor, Mental Health Services Administrator, and Tasha Rivera who presented banner awards to all schools for their recent Platinum Level PBIS recognition.

- **Orosi High School Student Board Representative**

Orosi High School Student Board Representative Michelle Avila gave a presentation on OHS past, current, and upcoming events.

Recess:

Superintendent Valdez informed the board that they would take a short recess and continue her reports after the Organizational Section of the meeting had concluded to allow staff, parents and students to be excused if they wished to do so.

A motion was called by Trustee Joni Jordan, seconded by Trustee Javier Quevedo to into recess following the presentations. The motion was approved with a 7 to 0 vote. The recess began at 6:26 pm and closed at 6:35 pm.

Annual Organizational Meeting Items:

After the recess Superintendent Valdez informed she would begin the Organizational Process of the meeting.

- **Elect Board President for the 2026 Calendar Year**

Trustee Mary Helen Espino nominated Trustee Sandra Williams for Board President. No additional nominations were presented. A motion was made by Trustee Joni Jordan seconded by Trustee Javier Quevedo to approve the nomination of Trustee Sandra Williams for Board President. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

- **Elect the Board Vice President for the 2026 Calendar Year**

Superintendent Valdez then handed the Board president gavel to re-elected Board President Williams who proceeded to conduct the remaining organizational section of the meeting.

Trustee Javier Quevedo nominated Trustee Marisol Rubalcaba for Board Vice President. No additional nominations were presented. A motion was made by Trustee Karen Gonzalez seconded by Trustee Joni Jordan to approve the nomination of Trustee Marisol Rubalcaba for Board Vice President. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

- **Elect the Board Clerk for the 2026 Calendar Year**

Trustee Joni Jordan nominated Trustee Delia Martinez for Board Clerk. No additional nominations were presented. A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Rubalcaba to approve the nomination of Trustee Delia Martinez for Board Clerk. The motion was approved with a vote of 7 to 0 with the votes as follows:
Sandra Williams – Yes
Delia Martinez – Yes
Joni Jordan – Yes
Mary Helen Espino – Yes
Marisol Rubalcaba – Yes
Javier Quevedo – Yes

- **Elect the Representative to Vote on 2026 Election of Members to the County Committee on School District Organization**

Karen Gonzalez - Yes
Board President Williams informed Trustee Javier Quevedo was currently the Board Representative and opened nominations for the position. Trustee Karen Gonzalez nominated Trustee Javier Quevedo to continue to serve as the Board Representative for County Committee on School District Organization. No additional nominations were presented.

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Karen Gonzalez to approve the nomination of Trustee Javier Quevedo for Board Representative in the County Committee. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

- **Set the Location, Date, and Time for Each Regular Board Meeting for the 2025 Calendar Year**

Board President Williams presented the list of dates provided. The Superintendent recommended the Board's regular meeting be conducted at Cutler-Orosi Joint Unified School District Office – Board Room located at 12623 Avenue 416 Orosi Ca 93647 on the Second Thursday of each month at 5:30 p.m., unless otherwise posted as noted in the agenda.

The proposed dates were as follows:

- Thursday, January 8, 2026 – Second Thursday
- Thursday, February 12, 2026 - Second Thursday – El Monte Middle School Presentation
- Thursday, March 12, 2026 - Second Thursday – Alternative Ed. Schools Presentation
- Thursday, April 9, 2026 - Second Thursday – Orosi High School Programs Presentations. *The meeting will be held at Orosi High School*
- Thursday, April 23, 2026 – Fourth Thursday. The meeting will include College of the Sequoias President Presentation and Orosi High School Senior Voice Session. *The meeting will be held at Orosi High School*
- Thursday, May 14, 2026 - Second Thursday. The meeting will include district retirement recognitions. *The meeting will be held at Orosi High School beginning at 3:30 p.m.*
- Thursday, June 11, 2026 – Second Thursday. The meeting will include Public Hearing presentations on the LCAP and Budget.
- Thursday, June 18, 2026 – Third Wednesday, Final approval of LCAP and Budget
- July – No scheduled meeting
- Thursday, August 13, 2026 - Second Thursday
- Thursday, September 10, 2026 - Second Thursday
- Thursday, October 8, 2026 - Second Thursday
- Thursday, November 12, 2026 – Second Thursday
- Thursday, December 10, 2025 – Second Thursday - Annual Organizational Meeting Items and 1st Interim Budget Report/Budget Overview (Annual organizational meeting window 12/1 -12/20 and deadline for 1st interim 12/15)

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Javier Quevedo to approve the Regular Board Meeting Dates for the 2026 Calendar Year. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

- **Authorization of Agents to Sign Orders in the Name of the Governing Board for the 2026 Calendar Year**

Board President Williams presented the list of Authorized signors as follows:

Sandra Williams, Trustee
Delia Martinez, Trustee
Joni Jordan, Trustee
Mary Helen Espino, Trustee
Marisol Rubalcaba, Trustee
Javier Quevedo, Trustee
Yolanda Valdez, Superintendent
Shevonne Swanson, Assistant Superintendent
Brian Zimmerman, Assistant Superintendent
Faith Coleman, Chief Financial Office

A motion was made by Trustee Joni Jordan, seconded by Karen Gonzalez to approve the list of authorized signors for the district excluding the name Omar Araujo. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

- **Select the Board Representative and Alternate Representative for the Valley Regional Occupational**

Board President Williams opened nominations for the Valley Regional Occupational Program Representative and Alternate Representative. Board President Williams informed she had been the representative for 2025, and trustee Joni Jordan was the alternative representative. Board president Williams stated they would still continue to serve as representatives if the board approved it.

A motion was made by Trustee Javier Quevedo, seconded by Trustee Marisol Rubalcaba to approve Sandra Williams as Valley ROP Representative and Joni Jordan as Valley ROP Alternate Representative. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

Superintendents Report – Continued	Following the Organizational section of the meeting Superintendent Valdez stated she had an informational presentation to present to the board. She introduced Categorical Programs Director Sunsie Tumacder and Special Services Director Antonio Quintanilla who provided a Behavior and Discipline Update presentation.
Public Comments/ Comments on Consent/ Curriculum & Instruction and Administrative/ Organizational Items:	Board President Williams opened the opportunity for Public Comments on items listed on the agenda. No comments were presented.
Consent Items:	
1 Minutes of the Regular Board Meeting Dated November 13, 2025	
2 Minutes of the Special Board Meeting Dated December 1, 2025	
3 Accounts Payable Total Payments Report Dated October 29, 2025, through November 18, 2025	
4 Budget Revision #5	
5 November Cash Balance Report	
6 Interdistrict Transfer Requests	
7 Approve Fredric Bacon-Shone Memorial Fund Grant for Orosi High School	
8 Approve Memorandum of Understanding with 6 Crickets for Expanded Learning Management Basic Tool	
9 Ratify 2025-2026 Speech Therapy Link Service Agreement for School Staffing	
10 2025-2026 California Healthy Kids Survey	
11 Approve Service/Collaborative Partnership Agreement for Orosi Community Based Instruction	

12 Approval of Clever Identify Data Management (IDM) Services

13 Approve Memorandum of Understanding for the High Road Training Program (HRTP) with California School Nursing Organization

14 Ratification of Memorandum of Understanding with TCOE for New Teachers Leadership Development Program

15 Addition of Contractor to the District Cost Accounting Prequalification list (CUPCCAA)

16 Addition to Contractor Prequalification List

17 Update Administrative Regulation 3311.1 – Uniform Public Construction Cost Accounting Procedures

A motion was made by Trustee Javier Quevedo, seconded by Trustee Karen Gonzalez to approve Items 1-17. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

Curriculum/Instruction Items:

18 December Curriculum and Instruction Report

Assistant Superintendent of Curriculum and Instruction presented the Curriculum and Instruction Report on the Dashboard Data. Dual Immersion Administrator Veronica Raigoza provided a presentation on the DI program in the District.

A motion was made by Trustee Joni Jordan, seconded by Trustee Mary Helen Espino to accept Item #18. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

19 Approve Proposed Early Graduates

Board President Williams presented Item 20. Assistant Superintendent Swanson informed the student listed met the requirements for early graduation.

A motion was made by Trustee Joni Jordan, seconded by Trustee Mary Helen Espino to accept Item #19. The motion was approved with a vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
Delia Martinez – Yes
Joni Jordan – Yes

Mary Helen Espino – Yes
Marisol Rubalcaba – Yes
Javier Quevedo – Yes
Karen Gonzalez - Yes

Administrative/ Organizational Items:

20 Public Hearing Annual Developer Fee Report for 2024-2025

Board President Williams opened a public hearing at 7:50 p.m.

Facilities Director Raffi Soghomonian informed the Developer Fee Report was presented every year for approval. He informed a public hearing was to be held to allow the public to comment and ask questions regarding the report. He informed developer fees were to be paid to the district by builders in order for the county to issue any building or remodel permits if more than 500 square feet.

No questions or comments were presented during the hearing.

Board President Williams Closed the hearing at 7:51 p.m.

21 Annual Developer Fee Report

Board President Williams presented Item #21 – Developer Fee Report.

A motion was made by Trustee Javier Quevedo, seconded by Trustee Karen Gonzalez to approve Item #21. The motion was approved with a vote of 7 to 0 with the votes as follows:

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

22 2024-2025 First Interim Report

Chief Financial Officer Faith Coleman provided a First Interim Report presentation. She informed the data presented was as of October 31st and it was updated from the original budget adoption in June. She stated that despite deficit spending due to construction projects, the district has a balanced budget and is meeting the reserve requirements. She stated there was still an economic uncertainty with government funding and as grants expire the district will need to continue reducing positions and layoffs. She stated the Governor's budget in January will give additional projections which would be presented later in the March interim report.

No additional questions or comments were presented.

A motion was made by Trustee Javier Quevedo, seconded by Trustee Joni Jordan to approve Item #22. The motion was approved with vote of 6 to 0 with the votes as follows:

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

23	Resolution No. 2025-2026-08 in the Matter of Reduction of Classified Services for the 2025-20269 School Year	Board president Williams presented Item #23. Assistant Superintendent Dr. Brian Zimmerman stated that due to the reduction in funding a reduction in services was needed. A motion was made by Trustee Joni Jordan, seconded by Trustee Karen Gonzalexz to approve Item #23. The motion was approved with a vote of 7 to 0 with the votes as follows: Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Javier Quevedo – Yes Karen Gonzalez - Yes
24	Approval of ARC Facilities Digitization Service Proposal and Amendment	Board president Williams presented Item #24. Facilities Director Raffi Soghomonian informed the services would create a digital blueprint of the district to help make maintenance projects more efficient. Trustee Mary Helen Espino asked if the blueprints would now only be digital. Mr. Soghomonian informed the original blueprints would still be available however the digital version would be available to staff so they can quickly locate maintenance locations as requests came in. A motion was made by Trustee Mary Helen Espino, seconded by Trustee Marisol Rubalcaba to approve Item #24. The motion was approved with a vote of 7 to 0 with the votes as follows: Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Javier Quevedo – Yes Karen Gonzalez - Yes
25	Approval of Bond Oversight Committee	Board President Williams presented Item #25. Mr. Soghomonian informed the oversight committee was created for the passing of Measure E. He informed a committee was required when a bond measure was passed to make sure the funds from the bond were in fact used on the items listed when presenting the bond for a vote. He informed through Prop 39 that the bond allowed to be passed with a 55% vote and not a 2/3 vote which allowed for the passing of measure E in the district. He informed the committee would prevent the district from deviating from what funds had been designated for. A motion was made by Trustee Javier Quevedo, seconded by Trustee Joni Jordan to approve Item #25. The motion was approved with a vote of 7 to 0 with the votes as follows: Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Javier Quevedo – Yes Karen Gonzalez – Yes

26	First Reading of New Board Policy 5138: Conflict Resolution/ Peer Mediation	Board president Williams presented Item 26. Superintending Valdez informed the board the Policy could be accepted for first reading and would be presented at the next board meeting for final adoption. A motion was made by Trustee Marisol Rubalcaba, seconded by Trustee Karen Gonzalez to accept for first reading, Item #25. The motion was accepted with a vote of 7 to 0 with the votes as follows: Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
27	Second Reading and Adoption of New Board Policy 5141: Health Care and Emergencies	Board president Williams presented Item 27. Superintending Valdez informed the board the Policy had been presented at the previous board meeting and was now being presented for final adoption. A motion was made by Trustee Joni Jordan, seconded by Trustee Javier Quevedo to approve for adoption Item #27 – New Board Policy 5141: Health Care and Emergencies. The motion was accepted with a vote of 7 to 0 with the votes as follows: Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
Public Comments on Closed Session Items:		No comments were presented on closed session items.
Closing Comments:		The Board thanked everyone for attending and wished everyone a great holiday break.
Adjourn to Closed Session:		A motion was made by Trustee Marisol Rubalcaba, seconded by Trustee Joni Jordan to adjourn to Closed Session at 8:18 p.m. The Motion was approved with the following vote of 7 to 0 with the votes as follows: Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
Reconvene to Open Session:		A motion was made by Trustee Javier Quevedo seconded by Trustee Joni Jordan to Reconvene to Open Session at 8:28 p.m. The Motion was approved with the following vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes

Marisol Rubalcaba – Yes
Javier Quevedo – Yes
Karen Gonzalez - Yes

Reporting of Closed Session Items:
Item A –

During Closed Session the following items were presented for review:

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Ana Cisneros Moreno, Bilingual Instructional Aide at Lovell High School, effective November 3, 2025.
2. Kathleen Arvizu, Food Service Worker II at El Monte Middle School, effective November 10, 2025.
3. Mariana Medrano Hernandez, Teacher at Cutler Elementary School, effective December 1, 2025.

PROMOTIONS/REASSIGNMENTS:

4. Maria Guerra Quiroz, from Bilingual Instructional Aide to Grant Funded Outreach Aide at the Family Education Center, effective December 1, 2025. GRANT FUNDED
5. Anaisia Guerra, from 3.5-hour Food Service Worker II to 4-hour Food Service Worker II, effective December 1, 2025.
6. Kobe Gonzalez, from Custodian to Custodian Bus Driver, effective November 24, 2025.

RESIGNATIONS/RETIREMENTS:

7. Christopher Huerta, Custodian Bus Driver at El Monte Middle School, resigned effective November 5, 2025.
8. Ana Cisneros Moreno, Bilingual Instructional Aide at Lovell High School, resigned effective November 4, 2025.
9. Omar Leon, Custodian Bus Driver at Palm Elementary School, resigned effective November 28, 2025.
10. Maximiliano Donate Flores, Custodian Bus Driver at Golden Valley Elementary School, resigned effective November 17, 2025.
11. Jasmin Tortoledo Sandoval, Speech Language Pathologist Assistant District Wide, resigned effective November 30, 2025.
12. Jason Rubalcaba, Custodian Bus Driver at El Monte Middle School, resigned effective November 5, 2025.
13. Mary Ochoa, Special Education Aide at Palm Elementary School, will retire effective December 30, 2025.
14. Jose Angel Garnica, Counselor II, at Orosi High School, resigned effective December 19, 2025.
15. Keyla Garcia, Educational Social Worker, resigned effective November 21, 2025.

LEAVES: (Statutory – For Informational Purposes):

16. Daniela Prado-Figueroa, Recreation & Enrichment Aide at Cutler Elementary, on Maternity Leave beginning November 22, 2025, through 6-8 weeks post-partum.
17. Miriam Ortiz, Teacher at Cutler Elementary, on Maternity Leave beginning December 1, 2025, through 6-8 weeks post-partum.

18. Judit Villegas, Teacher at El Monte Middle School, on Baby Bonding Leave beginning November 5, 2025, through December 19, 2025.
19. Beatrice Sanchez, Teacher at Palm Elementary, on Baby Bonding Leave beginning January 12, 2026, through January 23, 2026.
20. Stacy Phillips, Teacher at Lovell High School, on Baby Bonding Leave beginning November 3, 2025, through November 14, 2025.
21. Karina Moya, Academic Coach at District Wide, on Baby Bonding Leave beginning November 17, 2025, through December 19, 2025.
22. Lizbeth Guzman Ruvalcaba, Bachelor Social Worker at Family Education Center, on Baby Bonding Leave beginning November 19, 2025, through January 2, 2026.
23. Jose Franklin Ramirez, Instructional Aide at Cutler Elementary, on Baby Bonding Leave beginning January 12, 2026, through February 2, 2026.

During Closed Session a motion was made by Trustee Javier Quevedo seconded by Joni Jordan to approve the Personnel Letter as presented. The motion was approved with vote of 7-0 with the votes as follows:

Sandra Williams – Yes
Delia Martinez – Yes
Joni Jordan – Yes
Mary Helen Espino – Yes
Marisol Rubalcaba – Yes
Margie Salazar – Yes
Javier Quevedo – Yes

Item B – Discipline Dismissal Release

No action taken on Item B.

Item C: Conference with Labor Negotiators

No action taken on Item C.

Comments:

No comments were presented.

Adjournment:

A motion was made by Trustee Marisol Rubalcaba seconded by Trustee Karen Gonzalez to adjourn the meeting at 8:29 p.m. The motion was approved with a vote of 7-0 with the votes as follows:

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

Respectfully Submitted

Yolanda Valdez Superintendent (MM)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**ACCOUNTS PAYABLE TOTAL PAYMENTS REPORT DATED NOVEMBER 19 THROUGH DECEMBER 17, 2025**
ATTACHMENTS:	**TOTAL PAYMENTS REPORT & SUMMARY**
FUNDING SOURCE:	**N/A**

DISCUSSION:

Attached is the Accounts Payable Total Payments Report. The report is dated November 19, 2025 through December 17, 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 #: 2

8 **Cutler-Orosi Jt. Unified School District** **Total Payments Report** **Report Date:** 12/17/2025 9:29:10AM **Page 1 of 7**

Summary

DatePaid between 11/19/2025 and 12/17/2025

Vendor No.	Vendor Name	Ven. Type	1099		Amount
1407	CUTLER-OROSI UNIF. SCHOOL (P)	09	00	**Total Payment Amount:**	**$356.00** *
2257	FRONTIER COMMUNICATIONS	00	00	**Total Payment Amount:**	**$545.18** *
4237	OROSI PUBLIC UTILITY DIST. (0)	09	00	**Total Payment Amount:**	**$6,962.25** *
4269	P G & E	03	00	**Total Payment Amount:**	**$223,104.94** *
4325	CLINES BUSINESS EQUIPMENT INC.	03	00	**Total Payment Amount:**	**$350.20** *
4372	PENAS DISPOSAL SERVICE INC.	03	00	**Total Payment Amount:**	**$13,421.37** *
5388	GAS COMPANY, THE	03	00	**Total Payment Amount:**	**$9,937.93** *
11714	DINUBA LUMBER (6)	03	00	**Total Payment Amount:**	**$3,231.54** *
11851	CUTLER PUBLIC UTILITY	09	00	**Total Payment Amount:**	**$1,621.68** *
12284	CAVES & ASSOCIATES	02	06	**Total Payment Amount:**	**$1,500.00** *
13418	LEES SERVICE	03	00	**Total Payment Amount:**	**$1,751.14** *
13576	ABE-EL WHOLESALE, INC.	03	00	**Total Payment Amount:**	**$19,168.18** *
14036	EWING IRRIGATION PRODUCTS	03	00	**Total Payment Amount:**	**$7,645.45** *
16800	ACSA FOUNDATION FOR	09	00	**Total Payment Amount:**	**$1,449.00** *
16918	CLASSIC CHARTER	03	00	**Total Payment Amount:**	**$5,973.00** *
17821	YETTEM SEWER	00	00	**Total Payment Amount:**	**$133.50** *
19008	ODP BUSINESS SOLUTIONS,LLC	09	00	**Total Payment Amount:**	**$2,401.49** *
19177	LAKESHORE LEARNING MATERIALS	03	00	**Total Payment Amount:**	**$394.05** *
19420	PRODUCERS	03	00	**Total Payment Amount:**	**$29,504.05** *
19430	GOLD STAR FOODS	03	00	**Total Payment Amount:**	**$32,801.70** *
19438	SYSCO FOODSERVICES OF	03	00	**Total Payment Amount:**	**$94,329.81** *
19439	CULLIGAN	03	00	**Total Payment Amount:**	**$67.00** *
19707	APPLE COMPUTER INC	00	00	**Total Payment Amount:**	**$18,770.27** *
19719	SAN JOAQUIN PEST CONTROL OF	03	00	**Total Payment Amount:**	**$2,080.00** *
20009	AVID CENTER	09	00	**Total Payment Amount:**	**$850.00** *
20632	ERNEST PACKAGING SOLUTIONS	03	00	**Total Payment Amount:**	**$10,942.66** *
20861	SISC III	09	00	**Total Payment Amount:**	**$809,659.00** *
21080	FRESNO OXYGEN	03	00	**Total Payment Amount:**	**$13,151.26** *
21220	SCHOLASTIC BOOK FAIRS	03	00	**Total Payment Amount:**	**$1,314.45** *
21391	SMART & FINAL	00	00	**Total Payment Amount:**	**$822.19** *
21584	BANKS & CO.	06	06	**Total Payment Amount:**	**$110.00** *
21813	FRESNO COUNTY SUPERINTENDENT	09	00	**Total Payment Amount:**	**$100.00** *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
21891	VERIZON WIRELESS	00	00	Total Payment Amount:	$2,750.67 *
22069	TULARE COUNTY OFFICE OF ED.ERS	09	00	Total Payment Amount:	$13,975.00 *
22162	GEARY PACIFIC SUPPLY	03	00	Total Payment Amount:	$35,789.84 *
22420	GALLERY COLLECTION, THE	03	00	Total Payment Amount:	$144.74 *
22441	CDW-G	03	00	Total Payment Amount:	$11,404.51 *
22818	RENAISSANCE LEARNING	03	00	Total Payment Amount:	$5,667.40 *
22917	POPES PROPANE SERVICE	03	00	Total Payment Amount:	$70.04 *
22961	TULARE COUNTY OFFICE OF EDUCAT	09	00	Total Payment Amount:	$10,018.50 *
23060	DELL COMPUTER CORP.	00	00	Total Payment Amount:	$170.28 *
23175	4IMPRINT	03	00	Total Payment Amount:	$355.10 *
23238	TETER	06	06	Total Payment Amount:	$66,404.12 *
23254	RIDDELL	03	00	Total Payment Amount:	$9,540.71 *
23257	FOX INTERPRETING	03	00	Total Payment Amount:	$17,880.63 *
23325	ANAYA CONSTRUCTION	02	06	Total Payment Amount:	$6,754.00 *
23358	LOZANO SMITH, LLP	06	09	Total Payment Amount:	$4,323.38 *
23455	AMERICAN BAND ACCESSORIES, LLC	03	00	Total Payment Amount:	$3,165.16 *
23484	CENTRAL VALLEY LOCK & SAFE	03	00	Total Payment Amount:	$294.91 *
23556	PARENT INSTITUTE FOR	09	00	Total Payment Amount:	$87,000.00 *
23697	WALT DISNEY TRAVEL CO., INC	03	00	Total Payment Amount:	$5,677.00 *
23892	BAKEMARK	03	00	Total Payment Amount:	$6,591.39 *
24341	ZWEIGLE SEPTIC, LLC	03	00	Total Payment Amount:	$250.00 *
24375	EASTWEST	03	00	Total Payment Amount:	$683.14 *
24436	BUSWEST - FRESNO	03	00	Total Payment Amount:	$2,999.00 *
24542	ATKINSON, ANDELSON, LOYA, RUDD	03	00	Total Payment Amount:	$9,111.38 *
24626	T-MOBILE	03	00	Total Payment Amount:	$993.36 *
24708	WOODLAKE GROWERS SUPPLY CO	03	00	Total Payment Amount:	$173.00 *
24756	U. S. BANK	03	00	Total Payment Amount:	$12,297.15 *
24796	GOPHER SPORTS	03	00	Total Payment Amount:	$1,584.08 *
24800	APPLE INC.	00	00	Total Payment Amount:	$18,616.05 *
24988	KIMBALL MIDWEST	03	00	Total Payment Amount:	$1,277.56 *
25113	WESTERN BUILDING MATERIALS	03	00	Total Payment Amount:	$946.35 *
25147	RAINSCAPE	03	00	Total Payment Amount:	$7,181.94 *

Summary

DatePaid between 11/19/2025 and 12/17/2025

Vendor No.	Vendor Name	Ven. Type	1099		Amount
25205	AUTO ZONE	00	00	Total Payment Amount:	$869.63 *
25214	TINOS FENCE, INC.	03	00	Total Payment Amount:	$350.00 *
25229	LOWES -#98007297470	00	00	Total Payment Amount:	$2,083.13 *
25303	TUMACDER, SUNSI	00	00	Total Payment Amount:	$2,242.22 *
25346	ULINE	03	00	Total Payment Amount:	$1,135.31 *
25364	AMERICAN INCORPORATED	03	00	Total Payment Amount:	$2,102.99 *
25403	SNA	00	00	Total Payment Amount:	$49.00 *
25430	QUINTANA, RAYMOND	00	00	Total Payment Amount:	$282.80 *
25488	RUSSELL SIGLER INC.	03	00	Total Payment Amount:	$2,616.11 *
25522	COASTAL ENTERPRISES	03	00	Total Payment Amount:	$2,195.51 *
25569	VALERO, MARIA C.	00	00	Total Payment Amount:	$22.40 *
25592	MD CONCRETE CUTTING DEMOLITION	03	00	Total Payment Amount:	$400.00 *
25741	FRESNO MOBILE RADIO	03	00	Total Payment Amount:	$520.00 *
25792	CHILDS AND COMPANY, INC.	03	00	Total Payment Amount:	$15,467.15 *
25937	CSNA	00	00	Total Payment Amount:	$20.00 *
25950	IMPERIAL DADE	09	06	Total Payment Amount:	$7,399.72 *
25967	VEX ROBOTICS, INC.	03	00	Total Payment Amount:	$12,149.83 *
25977	JS COMMUNICATIONS, INC.	03	00	Total Payment Amount:	$1,055.65 *
25983	SAN JOAQUIN VALLEY AIR POLUTIO	00	00	Total Payment Amount:	$46.00 *
25985	LATINO COMMISSION	03	00	Total Payment Amount:	$50,000.00 *
26004	DEPARTMENT OF SOCIAL SERVICES	09	00	Total Payment Amount:	$484.00 *
26016	O'REILLY AUTO PARTS	03	00	Total Payment Amount:	$558.66 *
26057	BSN SPORTS, INC	03	00	Total Payment Amount:	$2,634.62 *
26089	FOLLETT CONTENT SOLUTIONS	03	00	Total Payment Amount:	$946.13 *
26109	CVIN LLC	03	00	Total Payment Amount:	$6,027.48 *
26216	CAL HOSA	08	00	Total Payment Amount:	$825.00 *
26270	A&E INDUSTRIAL CLEANING	03	00	Total Payment Amount:	$222.92 *
26320	VALLEY SECURITY ALARM	03	00	Total Payment Amount:	$12,200.29 *
26395	MEDALLION SUPPLY	03	00	Total Payment Amount:	$2,066.56 *
26415	ESQUEDA, ROSALIND	01	06	Total Payment Amount:	$7,373.00 *
26431	WARDS SCIENCE	03	00	Total Payment Amount:	$950.48 *
26478	VALLEY ROP	09	00	Total Payment Amount:	$49,414.13 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
26489	ERC	03	00	Total Payment Amount:	$50,250.00 *
26497	BULK BOOKSTORE	03	00	Total Payment Amount:	$5,100.29 *
26601	MIRACLE PLAYSYSTEMS, INC.	03	00	Total Payment Amount:	$529.69 *
26666	G2SOLUTIONS, INC.	03	00	Total Payment Amount:	$99.95 *
26687	DOCTORS OCCUPAIONAL TESTING SO	01	05	Total Payment Amount:	$935.00 *
26711	DUMONT PRINTING	03	00	Total Payment Amount:	$236.63 *
26762	LEARNING GENIE	03	00	Total Payment Amount:	$11,886.88 *
26765	4N6 FANATICS	01	06	Total Payment Amount:	$200.00 *
26799	CREATE A STOLE	03	00	Total Payment Amount:	$7,020.00 *
26892	REDWOOD REGION FORENSICS	00	00	Total Payment Amount:	$520.00 *
26912	AMAZON CAPITAL SERVICES	03	00	Total Payment Amount:	$45,279.89 *
26973	CAL APPAREL	03	00	Total Payment Amount:	$372.82 *
26981	RUSH	02	06	Total Payment Amount:	$2,069.11 *
27008	SUNBELT RENTALS, INC.693182	03	00	Total Payment Amount:	$1,030.05 *
27091	PAPE TRUCKS INC.	03	00	Total Payment Amount:	$2,624.02 *
27203	STS EDUCATION	03	00	Total Payment Amount:	$18,266.00 *
27225	IMAGINE LEARNING	03	00	Total Payment Amount:	$19,600.00 *
27264	VALLEY ELEVATOR, INC	03	00	Total Payment Amount:	$5,400.00 *
27285	GENERATION GENIUS, INC.	03	00	Total Payment Amount:	$1,995.00 *
27292	ORBIT LANES	03	00	Total Payment Amount:	$2,641.98 *
27307	AWESOME CHARTERS AND TOURS	03	00	Total Payment Amount:	$48,653.00 *
27393	INSTITUTE FOR MULTI SENSORY ED	06	06	Total Payment Amount:	$3,187.50 *
27394	NUNEZ, ERICA	00	00	Total Payment Amount:	$49.69 *
27428	CINTAS	03	00	Total Payment Amount:	$5,807.70 *
27456	ZAJONC CORP	03	00	Total Payment Amount:	$40,996.25 *
27459	BAZA, ANDREW	00	00	Total Payment Amount:	$26.88 *
27461	JOHNSTONE SUPPLY	03	00	Total Payment Amount:	$3,672.80 *
27475	DAVIS JOINT UNIFIED	09	00	Total Payment Amount:	$6,000.00 *
27488	YETTEM-SEVILLE CSD	03	00	Total Payment Amount:	$87.65 *
27493	SOLLANT HEALTH, LLC	06	06	Total Payment Amount:	$9,200.00 *
27503	SCHOLASTIC TEACHER STORE	03	00	Total Payment Amount:	$95,481.17 *
27517	SIERRA RANGE CONSTRUCTION	03	00	Total Payment Amount:	$17,200.00 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
27532	ALLIED STORAGE CONTAINERS	03	00	Total Payment Amount:	$4,106.36 *
27593	LEAF	06	01	Total Payment Amount:	$4,455.77 *
27595	WATER SYSTEM SOLUTIONS LLC	03	00	Total Payment Amount:	$465.00 *
27596	SCP POOL DISTIBUTORS LLC	00	00	Total Payment Amount:	$435.73 *
27603	FIRST STRING SPORTS	03	00	Total Payment Amount:	$6,109.74 *
27622	DAB THERAPY SERVICES	01	05	Total Payment Amount:	$1,800.00 *
27641	WEST MUSIC COMPANY, INC.	03	00	Total Payment Amount:	$289.99 *
27663	SAVECO #22	03	00	Total Payment Amount:	$71.95 *
27730	DOLLYWOOD FOUNDATION	03	00	Total Payment Amount:	$644.20 *
27754	VISALIA PAINTING	01	06	Total Payment Amount:	$750.00 *
27776	IXL LEARNING	03	00	Total Payment Amount:	$7,618.75 *
27802	MEEHLEIS MODULAR BUILDINGS, IN	03	00	Total Payment Amount:	$42,774.13 *
27826	GONZALEZ, ROCHELLE	00	00	Total Payment Amount:	$56.07 *
27854	SHIRTS UNLIMITED LLC	03	00	Total Payment Amount:	$148.10 *
27878	AIRGAS, INC.	03	00	Total Payment Amount:	$892.84 *
27899	MINERAL KING PUBLISHING, INC.	03	00	Total Payment Amount:	$2,600.00 *
27902	PREFERRED MOBILE EQUIPMENT	01	06	Total Payment Amount:	$1,165.75 *
27928	PONZURIC LEARNING SOLUTIONS	03	00	Total Payment Amount:	$6,258.09 *
27942	SUPERIOR SERVICE CORP	03	00	Total Payment Amount:	$749.43 *
27956	EWELL EDUCATION SERVICES, INC.	03	00	Total Payment Amount:	$2,880.00 *
27994	GAME PLAN ATHLETIC TRAINING	01	06	Total Payment Amount:	$6,387.50 *
28011	AVERHEALTH	03	00	Total Payment Amount:	$2,150.00 *
28021	ESTRADA, SANTIAGO	01	06	Total Payment Amount:	$600.00 *
28031	GONZALEZ PRO TREE SERVICE	03	00	Total Payment Amount:	$9,695.00 *
28069	METEOR EDUCATION, LLC	03	00	Total Payment Amount:	$110,808.59 *
28076	GONZALEZ, LAURA	00	00	Total Payment Amount:	$26.95 *
28097	FORD FARMS	01	06	Total Payment Amount:	$4,320.00 *
28130	JCL COMPANY, LLC	01	06	Total Payment Amount:	$1,133.80 *
28145	KASEYA US, LLC	03	00	Total Payment Amount:	$3,640.00 *
28147	SANDOVAL, SERGIO	01	06	Total Payment Amount:	$1,050.00 *
28152	GOMEZ, ISAAK	00	00	Total Payment Amount:	$62.96 *
28159	MAYESH WHOLESALE FLORIST, INC	03	00	Total Payment Amount:	$187.11 *

Summary

DatePaid between 11/19/2025 and 12/17/2025

Vendor No.	Vendor Name	Ven. Type	1099		Amount
28176	UNITED HEALTH CENTERS OF THE	09	00	Total Payment Amount:	$50,492.96 *
28191	QUEZADA, LORENA	00	00	Total Payment Amount:	$31.43 *
28197	E.L. ACHIEVE, INC.	03	00	Total Payment Amount:	$13,461.85 *
28218	SAAVEDRAS BAKERY	00	00	Total Payment Amount:	$210.00 *
28231	ARTWORKZ EMBROIDERY & SCREEN	06	06	Total Payment Amount:	$4,150.51 *
28235	WORKPLACE PRO	03	00	Total Payment Amount:	$336.99 *
28254	MCLOGAN SUPPLY CO, INC.	03	00	Total Payment Amount:	$1,148.88 *
28282	SKYLINE BUS CHARTER LLC	01	06	Total Payment Amount:	$1,800.00 *
28288	ASCENDANCY SOLUTIONS, INC	03	00	Total Payment Amount:	$1,650.00 *
28303	ORTEGA RESTARAUNT	01	06	Total Payment Amount:	$3,714.00 *
28313	MGT IMPACT SOLUTIONS, LLC	06	06	Total Payment Amount:	$6,545.80 *
28316	RUBALCABA, DESTINY	00	00	Total Payment Amount:	$29.35 *
28321	AGIREPAIR, INC	03	00	Total Payment Amount:	$5,333.63 *
28323	NORTHSTAR CHEMICAL	06	06	Total Payment Amount:	$2,405.71 *
28329	SUPERIOR POOL CARE	01	06	Total Payment Amount:	$4,000.00 *
28350	TREVIPAY - WALMART	03	00	Total Payment Amount:	$1,304.36 *
28361	ROBLES, JULIA	00	00	Total Payment Amount:	$86.24 *
28482	CONSUMERS PIPE & SUPPLY CO.	03	00	Total Payment Amount:	$112.49 *
28499	SCHERR, SUZANNE	00	00	Total Payment Amount:	$78.70 *
28500	MM CONSTRUCTION	01	06	Total Payment Amount:	$14,950.00 *
28502	ED CAMPOS JR CONSULTING	03	00	Total Payment Amount:	$833.29 *
28503	LOOKOUT BOOKS	03	00	Total Payment Amount:	$669.06 *
28504	FRESNO CITY COLLEGE	00	00	Total Payment Amount:	$200.00 *
28506	ESQUIVEL-MARTINEZ, ANGELICA	00	00	Total Payment Amount:	$5.39 *
28507	WHOLELEADER CONSULTING	06	06	Total Payment Amount:	$1,000.00 *
28508	VILLASENOR, OSCAR	00	00	Total Payment Amount:	$15.00 *
28509	OSTREA, VENICE	00	00	Total Payment Amount:	$31.76 *
				Total Payment Amount:	$2,588,601.56 *

Summary

DatePaid between 11/19/2025 and 12/17/2025

Vendor No.	Vendor Name	Ven. Type	1099	Amount

Grand Total Payment Amount: $2,588,601.56 **

TOTAL PAYMENTS SUMMARY REPORT

November 19, 2025 to December 17, 2025

Books, Materials & Supplies *40xxx - 44000*	$	443,259
Food - Food Services *47xxx*	$	182,395
Professional Services, Operations & Repairs *51xxx - 54xxx, 56xxx - 58000*	$	709,857
Utilities & Communications *55xxx & 59xxx*	$	259,559
Capital Outlay (Construction & Equipment) *6xxxx*	$	183,872
Health Insurance *9xxxx*	$	809,659
TOTAL	**$**	**2,588,601**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**BUDGET REVISION # 6**
ATTACHMENTS:	**BUDGET REVISION # 6**
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 # 6 is for December 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 # 6.**

PROPOSED ACTION: **APPROVE**

Item #: 3

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

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget	
Fund:	**010 General Fund**				
LCFF	62,443,326	68,820,713	-	68,820,713	
Federal Revenues	14,174,103	14,432,567	-	14,432,567	
Other State Revenues	14,885,136	17,911,208	-	17,911,208	
Other Local Revenues	3,339,856	3,761,988	5,000	3,766,988	
Revenues	**94,842,421**	**104,926,476**	**5,000**	**104,931,476**	
Expenditures					
Certificated Salaries	31,727,511	31,799,652	-	31,799,652	
Classified Salaries	15,852,450	16,390,294	600	16,390,894	1
Employee Benefits	24,950,184	25,029,838	239	25,030,077	1
Books and Supplies	6,149,469	8,565,612	-	8,565,612	
Services, Other Operating	13,751,377	18,806,241	37,687	18,843,928	1
Capital Outlay	10,313,740	11,945,439	12,000	11,957,439	1
Other Outgo	1,469,864	1,469,864	-	1,469,864	
Indirect Costs	(222,305)	(218,595)	(888)	(219,483)	1
Total Expenditures	**103,992,289**	**113,788,345**	**49,638**	**113,837,983**	
Other Financing Sources/Uses					
Transfer Out	-	-	-	-	
Fund:	**110 Adult Education Fund**				
Federal Revenues	105,153	32,772	-	32,772	
Other State Revenue	331,057	330,653	-	330,653	
Other Local Revenue	-	-	-	-	
Revenues	**436,210**	**363,425**	**-**	**363,425**	
Expenditures					
Certificated Salaries	116,585	134,211	-	134,211	
Classified Salaries	55,506	68,092	-	68,092	
Employee Benefits	77,893	103,069	-	103,069	
Books and Supplies	10,444	3,865	-	3,865	
Services, Other Operating	160,640	39,065	-	39,065	
Capital Outlay	-	-	-	-	
Indirect Costs	15,142	15,123	-	15,123	
Total Expenditures	**436,210**	**363,425**	**-**	**363,425**	

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget
Fund:	**120 Child Development Fund**			
Other State Revenues	2,518,810	2,911,841	-	2,911,841
Other Local Revenues	-	-	-	-
Revenues	**2,518,810**	**2,911,841**	**-**	**2,911,841**
Expenditures				
Certificated Salaries	210,000	430,132	-	430,132
Classified Salaries	1,141,086	1,007,913	-	1,007,913
Employee Benefits	804,560	736,661	-	736,661
Books and Supplies	150,733	177,673	-	177,673
Services, Other Operating	39,628	59,700	-	59,700
Capital Outlay	70,000	85,000	-	85,000
Indirect Costs	118,803	118,603	-	118,603
Total Expenditures	**2,534,810**	**2,615,682**	**-**	**2,615,682**
Fund:	**130 Cafeteria Special Revenue Fund**			
Federal Revenues	4,232,940	4,208,053	-	4,208,053
Other State Revenues	900,272	900,272	-	900,272
Other Local Revenues	25,000	25,000	-	25,000
Revenues	**5,158,212**	**5,133,325**	**-**	**5,133,325**
Expenditures				
Certificated Salaries	20,518	21,131	-	21,131
Classified Salaries	1,283,593	1,317,164	-	1,317,164
Employee Benefits	671,801	690,639	-	690,639
Books and Supplies	2,785,626	2,750,714	-	2,750,714
Services, Other Operating	185,150	210,800	-	210,800
Capital Outlay	300,000	290,000	-	290,000
Indirect Costs	88,360	83,212	-	83,212
Total Expenditures	**5,335,048**	**5,363,660**	**-**	**5,363,660**

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget
Fund:	**211 Building Fund #1**			
Other Financing Sources/Uses	-	8,396,592	-	**8,396,592**
Expenditures				
Services, Other Operating	-	-	-	-
Capital Outlay	-	8,258,988	-	**8,258,988**
Other Outgo	-	-	-	-
Total Expenditures	-	**8,258,988**	-	**8,258,988**
Fund:	**350 County School Facilities Fund**			
Other Local Revenues	-	-	-	-
Revenues	-	-	-	-
Expenditures				
Services, Other Operating	-	-	-	-
Capital Outlay	-	36,586	-	36,586
Other Outgo	-	-	-	-
Total Expenditures	-	**36,586**	-	**36,586**

General Fund

1) **Local Revenue** increased by $5,000 due to a TCOE grant for OHS. **Classified Salaries & Employee Benefits** increased by $600 and $239, respectively to budget for increases in auxiliary time. **Services, Other Operating** and **Capital Outlay** increased by $37,687 and $12,000 respectively due to program need. **Indirect Costs** was reduced to align with current expenditures.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

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

DISCUSSION:

At the start of each month, the Business Office reviews the District cash position to ensure adequate cash reserves are on hand to pay for District operations. The December 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 December Cash Balance Report**
PROPOSED ACTION:	**APPROVE**

Item #: 4

8 - Cutler-Orosi Jt. Unified School District

Current Cash Balance - Thru 12/17/2025
Payroll From 12/01/2025 Thru 12/31/2025

Report Date: 12/17/2025
GLD920 9:55:07AM

County Fund	District Number	Fund		Current Cash 9110	Previous Total Payroll Objects	Percentage (%)
608	8	0100	General Fund	$57,199,837.22	$381,403.91	14,997.18
N/A	8	0800	Student Activity Special Revenue Fund	$0.00		
AAQ	8	1100	Adult Education Fund	$73,874.97	$12,163.95	607.33
AWL	8	1200	Child Development Fund	$1,642,991.42	$91,374.76	1,798.08
AUB	8	1300	Cafeteria Special Revenue Fund	$2,442,800.05	$9,792.73	24,945.04
AAT	8	1700	Special Reserve Fund for Other than Capital Outlay Pr	$0.66		
AZT	8	2110	Building Fund #1	$7,621,509.59		
AJS	8	2120	Building Fund # 2	$332,866.18		
AJK	8	2510	Developer Fees Fund	$46,334.09		
AAW	8	3500	County School Facilities Fund - New Construction	$841.00		
ABF	8	3510	County School Facilities Fund - Modernization	$1,740,806.90		
AAV	8	4000	Special Reserve Fund for Capital Outlay Projects	$0.05		
689	8	5100	Bond Interest & Redemption Fund - #1	$737,420.66		
61C	8	5110	Bond Interest & Redemption Fund - #2	$592,262.77		
61D	8	5120	Bond Interest & Redemption Fund - #3	$0.00		
			Report Total	**$72,431,545.56**		

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **INTERDISTRICT TRANSFER LIST**

ATTACHMENTS: **INTERDISTRICT TRANSFER REQUEST LIST**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached is a list of Interdistrict transfer requests for students transferring in or out of the District that have been approved or denied.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services*

BOARD GOAL:

- [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 #: 5

INTER-DISTRICT TRANSFER REQUESTS

January 8, 2026

OUTGOING REQUESTS for 2025-2026			
Student	**District Requested**	**Reason**	**Approved/ Denied**
E. Hernandez	Dinuba	Child Care	Approved

INCOMING REQUESTS for 2025-26			
Student	**District of Residence**	**Reason**	**Approved/ Denied**
L. Ananian	Visalia	Parent Employment	Approved

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**APPROVAL OF OROSI HIGH SCHOOL STUDENT OVERNIGHT FIELD TRIP TO UNIVERSITY OF CALIFORNIA BERKELEY FOR SPEECH AND DEBATE COMPETITION**
ATTACHMENTS:	**ACTIVITY REQUEST FORM, EVENT SCHEDULE, AND EVENT 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 February 13th – 16th, 2024 to UC Berkeley to attend a Speech and Debate Invitational. Students will be under the supervision of coach Karson Kalashian, Elizabeth Rivera, and Yvette Alvarez. Event details have been attached for Board review. The total estimated cost of this trip is $4,300.

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 #: 6

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher/Coach Mr. Kalashian Date Submitted 12 / 3 / 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 2/13/26 – 2/16/26 **Activity Time** 4:00 P.M. 2/13/26 **to** Approx. 11:30 P.M. 2/16/26 **Location** UC-Berkeley

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 / Elizabeth Rivera / Mrs. Alvarez

What is the impact of this activity/trip on instructional time?
Students will not miss school to compete

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? Mr. Kalashian (student contribution)
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	12/5/2025 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: _____

Schedule – UC-Berkeley – 25-26

In-person Schedule

We plan to use a similar schedule to last year, with some minor modifications. The below is tentative and subject to change as we finalize our room availability. During the tournament, the schedule remains subject to change as necessary.

Speech events are split into two patterns (see invite), which will take place back-to-back in each speech round timeslot. Pattern B events will start approximately 1 hour after the listed start time. Extemp draw is 30 minutes before the start time of each Pattern B.

Saturday 7:45a Speech Round 1 / TOC CX Round 1 / Open LD Round 1
Saturday 10:00a TOC PF / TOC LD / Open PF Round 1
Saturday 12:30p Speech Round 2 / TOC CX Round 2 / Open LD Round 2
Saturday 3:00p TOC PF / TOC LD / Open PF Round 2
Saturday 5:30p Speech Round 3 / TOC CX Round 3 / Open LD Round 3
Saturday 8:00p TOC PF / TOC LD / Open PF Round 3

Sunday 7:45a Speech Round 4 / TOC CX Round 4 / Open LD Round 4
Sunday 10:00a TOC PF / TOC LD / Open PF Round 4
Sunday 12:30p Speech Elim 1 / TOC CX Round 5 / Open LD Round 5
Sunday 3:00p TOC PF / TOC LD / Open PF Round 5
Sunday 5:30p Speech Elim 2 / TOC CX Round 6 / Open LD Elim 1
Sunday 8:00p TOC PF / TOC LD Round 6 / Open PF Elim 1

Monday 8:00a Debate Elim 1
Monday 10:30a Speech Elim 3 / Debate elims continue
Monday 1:00p Speech Elim 4 / Debate elims continue
Monday 3:30p Debate elims continue
Monday 6:00p Debate elims continue
Monday 8:30p Debate elims continue

The Speech and Debate team will be traveling to UC-Berkeley in Berkeley on February 13th at 4:00 P.M., and returning on February 16th at approx. 11:30 P.M (at the latest). This will be a great opportunity for our students to compete against roughly 150 schools from around 25 states. They will also get to explore a large college campus and bond further as a team.

This competition offers almost all speech and debate events, and has varsity level competition. We plan to take approx. 15 students based on work/success/interest. We will take two school district vehicles and a school district car, and hope to stay in the same hotel we have used in the past, the Marriott – Walnut Creek (or possibly the fill in hotel we used last year when this hotel was full).

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
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVAL OF OROSI HIGH SCHOOL STUDENT OVERNIGHT FIELD TRIP TO JAMES LOGAN HIGH SCHOOL IN UNION CITY, CA FOR SPEECH AND DEBATE COMPETITION**

ATTACHMENTS: **ACTIVITY REQUEST FORM, EVENT SCHEDULE, AND EVENT 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 January 16th -18th, 2026 to James Logan High School in Union City to attend a Speech and Debate Invitational. Students will be under the supervision of coach Karson Kalashian, Elizabeth Rivera, and possibly Guadalupe Mejia. Event details have been attached for Board review. The total estimated cost of this trip is $3,900.

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 #: 7

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher/Coach Mr. Kalashian Date Submitted 12 / 3 / 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 1/16/26 – 1/18/26 **Activity Time** 4:00 P.M. 1/16/26 **to** Approx. 11:45 P.M. 1/18/26 **Location** James Logan High School

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 / Elizabeth Rivera / Possibly Mr. Mejia or 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? Mr. Kalashian (student contribution)

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	12/3/2025 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: _____

James Logan 25-26

Speech	
SATURDAY	**SATURDAY, January 17th**
7:30 AM	*Extemp Draw*
8:00 AM	Round 1
9:15 AM	*Extemp Draw*
9:45 AM	Round 2
12:45 PM	*Extemp Draw*
1:15 PM	Round 3
SUNDAY	**SUNDAY, January 18th**
8:00 AM	Round 4
11:00 AM	Quarters
1:00 PM	Semis
3:30 PM	Finals
5:30 PM	DUO Finals (Performing Arts Center)
7:00 PM	**Awards Ceremony** (Performing Arts Center)

The Speech and Debate team will be traveling to James Logan High School in Union City on January 16th at 4:00 P.M., and returning on January 18th at approx. 11:45 P.M. This will be a great opportunity for our students to compete against roughly 80 schools from around 10 states. They will also get to explore a large high school campus and bond further as a team.

This competition offers all speech and debate events, and has varsity level competition. We plan to take approx. 20 students based on work/success/interest. We will take two school district vans and also a school district car, and hope to stay in either the Residence Inn Silicon Valley in Newark or the Courtyard Inn Silicon Valley in Newark.

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
January 8, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: APPROVE OVERNIGHT TRIP FOR WORK BASED LEARNING(WBL): FFA/AG LEADERSHIP DEVELOPMENT MADE FOR EXCELLENCE (MFE) CONFERENCE AND ADVANCED LEADERSHIP ACADEMY (ALA) IN VISALIA, CA

ATTACHMENTS: ITINERARY & ACTIVITY REQUEST

FUNDING SOURCE: PERKINS, AG INCENTIVE, GENERAL, FFA ASB

DISCUSSION: The Director of College & Career requests Board approval for (3) FFA Advisors and (16) FFA students to attend the Made for Excellence Conference & Advanced Leadership Academy Overnight Stay, which will take place in Visalia at the Wyndham Hotel. Students will engage with diverse guest presenters and keynote speakers in agriculture, participate in educational workshops, and showcase their talents and public speaking skills through competitive agricultural events. Advisors will also attend workshops and networking sessions to support and strengthen the Orosi High School FFA Program. Estimated costs include $150 for transportation (three vans, 50-mile round trip), $2,880 in registration fees for students and advisors, and one night of hotel accommodation at about $167 per room for six rooms and food expenses will be covered by FFA ASB.

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 approve WBL: FFA/Ag MFE and ALA Overnight Stay**

PROPOSED ACTION: **APPROVE**

Item #: 8

Orosi High School

Career Pathway Academy of Sustainable Agriculture

WBL: Leadership Development FFA Ag

Made For Excellence Conference and Advanced Leadership Academy

Overnight Stay

Itinerary: Friday February 13th to Saturday February 14th, 2026

Advisors: Benkosky, Medeiros & Watts

Purpose: Students in the OHS Ag Program will participate in attending the Made for Excellence Conference and Advanced Leadership Academy and take part in WBL FFA leadership activity that aligns with the college and career preparedness and practice/ mastery towards district outcomes.

This is an Overnight Stay in Visalia. Students may bring additional money to buy snacks/food

Location: Wyndham Hotel - 9000 W Airport Dr, Visalia, CA 93277

Friday, February 13, 2026

11:00 am	Students meet in Ms. Benkosky's room to get dressed in Official Uniform
11:30 am	Depart from OHS Ag Department parking lot
12:00 pm	Arrive at Wyndham Hotel - Conference Check-in
1:00 pm	Session 1 - FFA/ Ag Leadership Adventure
2:00 pm	Session 2 - Leadership is Personal
3:15 pm	Session 3 - Leadership is Skill
4:30 pm	Session 4 - Leadership is Interpersonal
6:00 pm	Dinner- provided at the event
7:15 pm	Session 5 - Leadership is An Action
9:00 pm	Team Building - Dance - FFA Chapter T-Shirts
11:00 pm	Curfew

Saturday, February 14, 2026

7:00 am	Breakfast- provided at the event
8:15 am	Session 6 - Leadership is a Team Sport
10:30 am	Session 7 - Leadership is a Lifestyle
11:45 am	Depart Wyndham Hotel
12:15 pm	Arrive at OHS student parking lot

Dress Code: To comply with OHS school dress code, FFA members are to be in official dress.

Student Conduct:

Students are expected to adhere to the same discipline rules/policies set in place at the site of student enrollment. We ask that students be students of character representing themselves, the school, and the community with respect and professionalism when away at school-sponsored events and activities.

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: H. Benkosky, K. Medeiros & J. Watts **Date Submitted** 11/12/2025
(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser [ ] Field Trip [ ] Assembly/Parent Program [ ]
Other [X] WBL: Leadership Development FFA Ag Made For Excellence Conference and Advanced Leadership Academy

How many students will participate: 24 **Which grade levels are impacted?** 10th - 12th

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.

Grades/Departments/Club/Team Involved: FFA/Ag Leadership Team

Activity Date: 2/13/26 to 2/14/26 **Activity Time:** 2/13/26 @ 11:00 am 2/14/26 @ 12:15 pm (see attached itinerary)

Location: Wyndham Hotel - 9000 W Airport Dr, Visalia, CA 93277

Activity Purpose: Students in the OHS Ag Program will participate in attending the Made for Excellence Conference and Advanced Leadership Academy and take part in WBL FFA leadership activity that aligns with the college and career preparedness and practice/ mastery towards district outcomes.

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: Benkosky, Medeiros & Watts

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

Students must meet academic eligibility requirements in order to participate in this activity. Students must make arrangements to recoup assignments missed with all teachers prior to participate in this activity.

How is this activity correlated to the standards or to topics currently under study?

This activity is directly correlated to CTE Ag Standards, College and Career Readiness Standards and District Wide Student Learning Outcomes.

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

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.

Signature of Teacher — Date 12/4/25

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

Signature of Administrator — Date 12/4/25

Approved _____ Rejected _____

Pending Board Approval ✓ Rejected _____

Reason for Rejection: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE WORK BASED LEARNING (WBL): FFA/AG SACRAMENTO LEADERSHIP EXPERIENCE OVERNIGHT STAY**

ATTACHMENTS: **ITINERARY AND ACTIVITY REQUEST FORM**

FUNDING SOURCE: **FFA, ASB, GENERAL, & AG INCENTIVE**

DISCUSSION: The Director of College & Career requests approval for (1) FFA Orosi High School FFA Advisor and (1) FFA Student to attend the FFA/Ag Sacramento Leadership Experience Overnight Stay in Sacramento California on Tuesday, February 24th - Friday, February 27th, 2026 (3 nights). This is a California FFA capstone conference, where a California's State Legislator in a specific California district will be assigned to groups to teach Ag Teams about the role of government, agricultural policy and advocacy. Total expenses are $1,250, with all student costs (meals, hotel, and registration) fully covered by the California Agricultural Education Program. Advisor expenses include $225 for meals, $825 for hotel accommodation plus $120 for parking, and an $80 registration fee.

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.**
- [ ] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve WBL: FFA/Ag Sacramento Leadership Experience Overnight Stay.**

PROPOSED ACTION: **APPROVE**

Item #: 9

WBL: FFA/Ag Sacramento Leadership Experience
(Overnight Stay)
Itinerary: Tuesday, February 24th - Friday, February 27th, 2026
DRAFT

Advisors: Medeiros **Students: 1**

Purpose: At California FFA's capstone conference, individuals and teams are prepared to make things happen. Skills for solving problems, making decisions and accomplishing goals are developed. Students step into the role of one of California's State Legislators, are assigned a specific California district and spend four days in Sacramento. SLE is all about the role of government, agricultural policy and advocacy. This conference focuses on "DO: the ability of the individual leader and team to put their vision into action."

Location 1: Holiday Inn, Arena Downtown, 300 J St, Sacramento, Ca 95814
Location 2: State Capitol, Vietnam Memorial1300 L St, Sacramento, Ca 95814
Location 3: Legislative Offices, O St, Sacramento, Ca 95814

****Student should bring money to purchase snacks and dinner meals, and spending money**

Time of Departure TBD

Tuesday, February 24, 2026

Sacramento Leadership Experience

2026 Tentative Schedule

Tuesday

10:00 am – 12:00 pm	Opening Session	Holiday Inn - Arena Downtown
12:00 pm – 1:00 pm	*Lunch*	Holiday Inn - Arena Downtown
1:15 pm – 1:40 pm	Official Swearing in	Holiday Inn - Arena Downtown
2:00 pm – 3:30 pm	Second Session – A	Holiday Inn - Arena Downtown
3:45 pm – 5:00 pm	Second Session – B	Holiday Inn - Arena Downtown
5:30 pm – 6:30 pm	*Dinner*	Holiday Inn - Arena Downtown
6:45 pm – 8:00 pm	Third Session	Holiday Inn - Arena Downtown
8:30 pm – 9:30 pm	Reflections 1	**Capitol Grounds**, Vietnam Memorial

Wednesday, February 25, 2026

Wednesday		
8:00 am – 11:25 am	Fourth Session	Holiday Inn - Arena Downton
11:30 am – 12:15	Fifth Session	Holiday Inn - Arena Downtown
12:30 pm – 1:15 pm	*Lunch*	Holiday Inn - Arena Downtown
1:15 pm – 5:00 pm	Legislative Visits	**Legislative Offices,** O street
5:00 pm – *7:30 pm*	*Social + Dinner*	Holiday Inn – Arena Downtown
8:00 pm – 8:15 pm	Reflections 2	Holiday Inn – Arena Downtown

Thursday, February 26, 2026

Thursday		
8:00 am – 9:20 am	Sixth Session	Holiday Inn - Arena Downtown
9:30 am – 11:45 pm	Seventh Session	Holiday Inn - Arena Downtown
12:00 pm – 1:00 pm	*Lunch*	Holiday Inn - Arena Downtown
1:00 pm – 2:30 pm	Eighth Session	Holiday Inn - Arena Downtown
2:45 pm - 4:00 pm	Ninth Session	Holiday Inn - Arena Downtown
4:15 pm – 6:00 pm	Committee Hearings	Holiday Inn - Arena Downtown
6:30 pm – 8:15 pm	Dinner/Mock Lobbying	Holiday Inn - Arena Downtown
8:45 pm – 9:00 pm	Reflections 3	Holiday Inn - Arena Downtown

Friday, February 27, 2026

Friday		
8:00 am – 11:45 am	Tenth Session	Holiday Inn - Arena Downtown
11:45 am – 12:45 pm	Lunch	Holiday Inn - Arena Downtown
1:00 pm – 3:30 pm	Debates	Holiday Inn - Arena Downtown
4:00 pm – 4:10 pm	Reflections 4	**Capitol Steps**
Adjourn Conference		

Student Conduct: Students are expected to adhere to the same discipline rules/policies set in place at the site of student enrollment. We ask that students be students of character representing themselves, the school, and the community with respect and professionalism when away at school-sponsored events and activities.

Dress Code: FFA Leadership Attire required

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: Medeiros and OHS Staff **Date Submitted** 12/12/2025
(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser [ ] Field Trip [ ] Assembly/Parent Program [ ]
Other [X] WBL: FFA/Ag Sacramento Leadership Experience

How many students will participate: 1 **Which grade levels are impacted?** 12th
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.

Grades/Departments/Club/Team Involved: FFA Member
Activity Date 02/24/26 - 02/27/26 **Activity Time:** See Attached Itinerary
Location #1: Holiday Inn Arena Downtown, 300 J St Sacramento Ca 95814
Location #2: State Capitol Vietnam Memorial1300 L St Sacramento Ca 95814
Location # 3: Legislative Offices, O St, Sacramento, Ca 95814
Activity Purpose: At California FFA's capstone conference, individuals and teams are prepared to make things happen. Skills for solving problems, making decisions and accomplishing goals are developed. Students step into the role of one of California's State Legislators, are assigned a specific California district and spend four days in Sacramento. SLE is all about the role of government, agricultural policy and advocacy. This conference focuses on "DO: the ability of the individual leader and team to put their vision into action."

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: Medeiros and OHS Staff
What is the impact of this activity/trip on instructional time?
Students must meet academic eligibility requirements in order to participate in this activity. Students must make arrangements to recoup assignments missed with all teachers prior to participate in this activity.
How is this activity correlated to the standards or to topics currently under study?
Alignment to Ag CTE standard, district student learning outcomes, and CCR standards.
If this is a fundraising activity, explain how and when money will be collected? NA
Who is responsible for collecting money from fundraisers or for field trip? NA
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	Date
Signature of Department Chair/Grade Level Lead or Activity Director	Date
Signature of Administrator	Date 12/17/25

Approved ___ Rejected___
Pending Board Approval ✓ Rejected___

Reason for Rejection: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE WORK BASED LEARNING (WBL): LEADERSHIP DEVELOPMENT FFA/AG BUTTE COLLEGE STATE OFFICER TRAINING**

ATTACHMENTS: **ITINERARY AND ACTIVITY REQUEST**

FUNDING SOURCE: **CTE INCENTIVE & AG INCENTIVE**

DISCUSSION: The District Director of College and Career requests approval for FFA President and (1) FFA Advisor to attend the Butte College State Officer Candidate Training (Overnight Stay) on February 5, 2026. Orosi High School FFA President plans to pursue FFA Leadership at the collegiate level and the application and training for high school students is offered on this date. Both the student and advisor will bring back information to present to Orosi High School FFA leadership to grow the future pipeline of participants. The total estimated cost is $1,238, consisting of $550 for hotel accommodation (two rooms for one night), $40 for parking, $500 for transportation for one vehicle traveling approximately 500 miles round trip, and $148 for meals for the student advisor, covered by Student ASB at a rate of $74 per day for two days.

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.**
- [ ] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve WBL: Leadership Development FFA Ag Butte College State Officer Training**

PROPOSED ACTION: **APPROVE**

Item #: 10

OROSI HIGH SCHOOL ACADEMY OF
Engineering & Green Technology

Orosi High School

Career Pathway Academy of Sustainable Agriculture

WBL: Leadership Development FFA Ag

Butte College State Officer Training

Overnight Stay

TENTATIVE

Itinerary: Thursday, February 5th to Friday, February 6th, 2026

Advisors: Medeiros & Watts

Purpose: FFA State Officer Training is a leadership development program focused on character, advocacy, public speaking, and professionalism. Candidate Ethan Lopez will participate in this Work-Based Learning (WBL) leadership activity, which supports college and career readiness and aligns with district outcomes.

This is an Overnight Stay, student may bring additional money to buy snacks/food

Location # 1: Butte College 3536 Butte Campus Dr. Oroville, Ca 95965

Location # 2: Hotel TBD

Depart OHS at 10:00 am Estimated Arrival to Butte College 3:00 pm

Check In to the Hotel after Day one of training.

Thursday, February 5 | 4:00 PM – 7:00 PM

4:00 – 4:15 PM Welcome, Check-In, and Program Overview

4:15 – 5:00 PM Keynote Speaker

5:00 – 5:30 PM Dinner

5:30 – 6:45 PM Interactive sessions and activities focused on leadership development, communication, and professional growth

6:45 – 7:00 PM Reflection, Q&A, and Preview of Day Two

Friday, February 6 | 9:00 AM – 3:00 PM

9:00 – 9:15 AM Welcome Back and Day Overview

9:15 – 10:30 AM Interactive sessions and activities focused on leadership and communication skills

10:30 – 10:45 AM Break

10:45 – 12:00 PM Small-group activities and guided practice

12:00 – 12:45 PM Lunch

12:45 – 2:15 PM Continued small-group activities and skill development

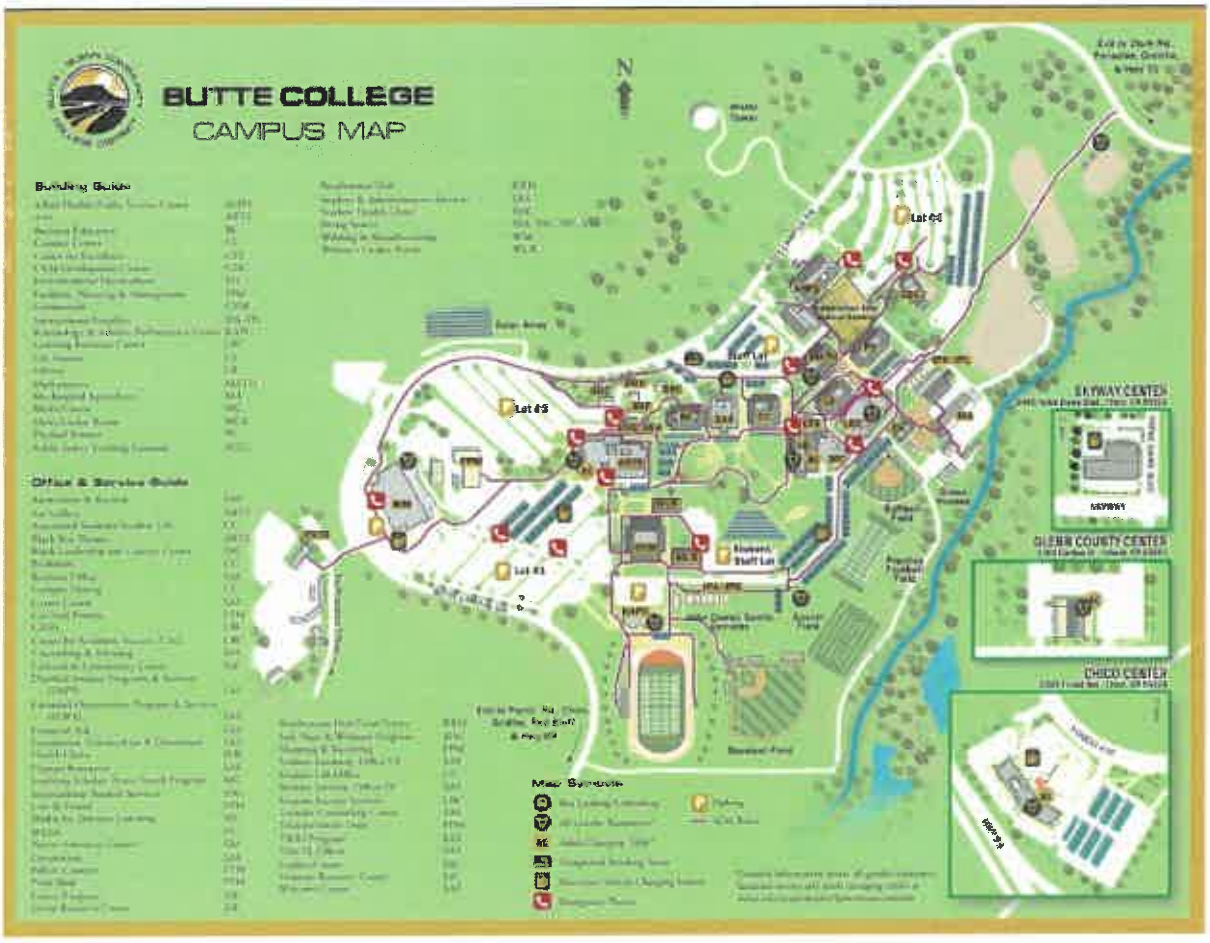
2:15 – 2:45 PM Group discussion and reflection

2:45 – 3:00 PM Closing session and next steps

Dress Code: To comply with OHS school dress code, FFA members are to be in official dress.

Student Conduct:

Students are expected to adhere to the same discipline rules/policies set in place at the site of student enrollment. We ask that students be students of character representing themselves, the school, and the community with respect and professionalism when away at school-sponsored events and activities.



OROSI HIGH SCHOOL ACADEMY OF
Engineering & Green Technology

Orosi High School

Career Pathway Academy of Sustainable Agriculture

WBL: Leadership Development FFA Ag

Butte College State Officer Training

Overnight Stay

****TENTATIVE****

Itinerary: Thursday, February 5th to Friday, February 6th, 2026

Advisors: Medeiros & Watts

Purpose: FFA State Officer Training is a leadership development program focused on character, advocacy, public speaking, and professionalism. Candidate Ethan Lopez will participate in this Work-Based Learning (WBL) leadership activity, which supports college and career readiness and aligns with district outcomes.

This is an Overnight Stay, student may bring additional money to buy snacks/food

Location # 1: Butte College 3536 Butte Campus Dr. Oroville, Ca 95965

Location # 2: Hotel TBD

Depart OHS at 10:00 am Estimated Arrival to Butte College 3:00 pm

Check In to the Hotel after Day one of training.

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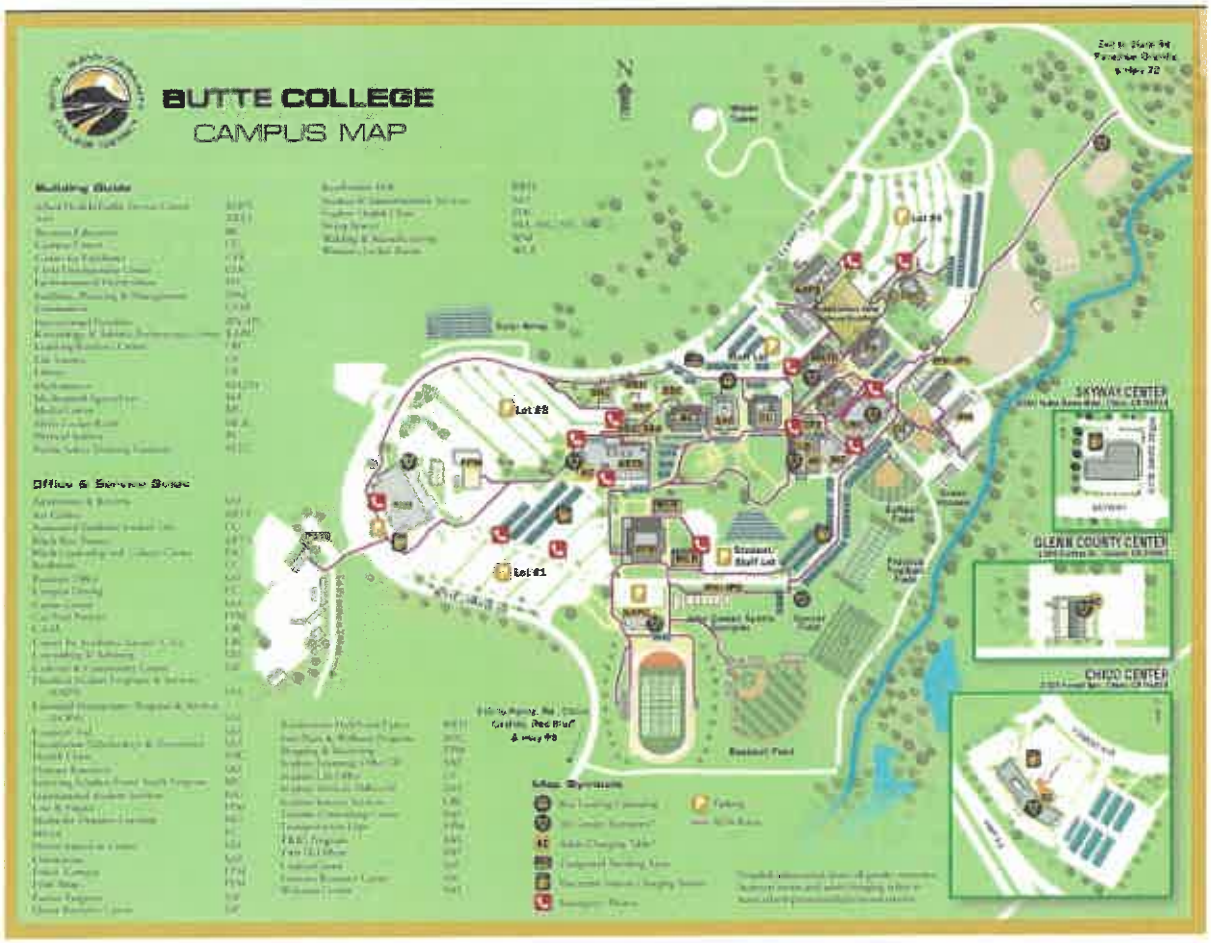
2:45 – 3:00 PM Closing session and next steps

Dress Code: To comply with OHS school dress code, FFA members are to be in official dress.

Student Conduct:

Students are expected to adhere to the same discipline rules/policies set in place at the site of student enrollment. We ask that students be students of character representing themselves, the school, and the community with respect and professionalism when away at school-sponsored events and activities.



OROSI HIGH SCHOOL ACADEMY OF
Engineering & Green Technology

Orosi High School

Career Pathway Academy of Sustainable Agriculture

WBL: Leadership Development FFA Ag

Butte College State Officer Training

Overnight Stay

****TENTATIVE****

Itinerary: Thursday, February 5th to Friday, February 6th, 2026

Advisors: Medeiros & Watts

Purpose: FFA State Officer Training is a leadership development program focused on character, advocacy, public speaking, and professionalism. Candidate Ethan Lopez will participate in this Work-Based Learning (WBL) leadership activity, which supports college and career readiness and aligns with district outcomes.

This is an Overnight Stay, student may bring additional money to buy snacks/food

Location # 1: Butte College 3536 Butte Campus Dr. Oroville, Ca 95965

Location # 2: Hotel TBD

Depart OHS at 10:00 am Estimated Arrival to Butte College 3:00 pm

Check In to the Hotel after Day one of training.

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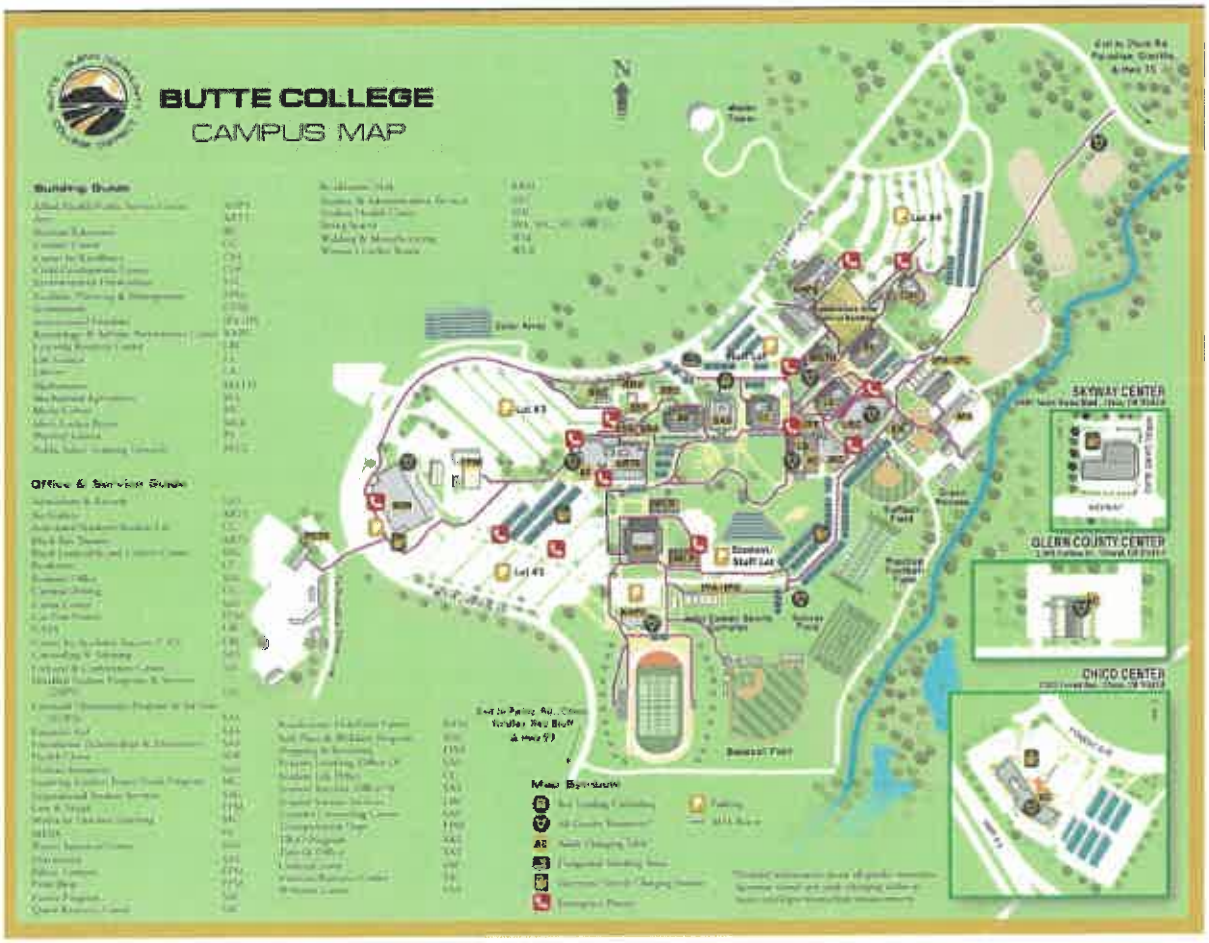
Dress Code: To comply with OHS school dress code, FFA members are to be in official dress.

Student Conduct:

Students are expected to adhere to the same discipline rules/policies set in place at the site of student enrollment. We ask that students be students of character representing themselves, the school, and the community with respect and professionalism when away at school-sponsored events and activities.



Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: K. Medeiros **Date Submitted** 12/15/2025
(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser [ ] Field Trip [ ] Assembly/Parent Program [ ]
Other [X] WBL: FFA/Ag Leadership Development Butte College State FFA Officer Training
How many students will participate: 1 **Which grade levels are impacted?** 12th
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.

Grades/Departments/Club/Team Involved: FFA Regional Officer and State Candidate

Activity Date: 2/05/26 to 2/06/26 **Activity Time:** 10:00 am on 2/05/26 - 9:00 pm on 2/06/26 (see attached itinerary)
Location #1: Butte College 3536 Butte Campus Dr. Oroville, Ca 95965
Location #2: Hotel TBD
Activity Purpose: FFA State Officer Training is a leadership development program focused on character, advocacy, public speaking, and professionalism. Candidate Ethan Lopez will participate in this Work-Based Learning (WBL) leadership activity, which supports college and career readiness and aligns with district outcomes.
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: Medeiros

What is the impact of this activity/trip on instructional time?
Students must meet academic eligibility requirements in order to participate in this activity. Students must make arrangements to recoup assignments missed with all teachers prior to participate in this activity.

How is this activity correlated to the standards or to topics currently under study?
This activity is directly correlated to CTE Ag Standards, College and Career Readiness Standards, and District Wide Student Learning Outcomes.

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

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.

Signature of Teacher Date

Signature of Department Chair/Grade Level Lead or Activity Director Signed by: Kevin Medeiros 12/18/2025

Signature of Administrator Date

Approved _____ Rejected _____

Pending Board Approval _____ Rejected _____

Reason for Rejection: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **ADDITIONS TO THE 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.

Kings County Air Conditioning, Inc.
Graham Prewett, Inc.
Westech Systems, LLC dba Sol-Tek Solar

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 additions to the list of contractors.**

PROPOSED ACTION: **APPROVE**

Item #: 11

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **ADDITION OF CONTRACTORS TO THE DISTRICT'S COST ACCOUNTING PREQUALIFICATION LIST (CUPCCAA)**

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

DISCUSSION:

Pursuant to Public Code 22000 of the California Uniform Construction Cost Accounting Commission, a school district that has opted into Cost Accounting will have a pre-approved list of contractors for projects under $220,000.00. The request for contractors was placed in the Central California Builders Exchange, the Tulare & Kings Counties Builders Exchange, and the Kern County Builders Exchange. Attached is a list of contractors that have applied to be added to the district's Cost Accounting list.

BMY Construction Group, Inc.
American Incorporated
Wm. B. Saleh Co.
A-C Electric Company
David A. Bush, Inc.
Pacific West Controls, Inc.
Howe Electric Construction, Inc.

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.**
- ☒ 3. **Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends that the Board approve the addition of the above contractors.**

PROPOSED ACTION: **APPROVE**

Item #: 12

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **TECH DEVICE EWASTE DISPOSALS**

ATTACHMENTS: **COJUSD EWASTE ITEMS LIST**

FUNDING SOURCE: **N/A**

DISCUSSION: The attached list of items are no longer functional or are obsolete. They cannot be used with any buyback programs. They are to be disposed of at Pena's Recycle Center. All computers listed have had their respective hard drives removed.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Raymond Quintana, Director of Information Technology***

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 technology device e waste disposal.**

PROPOSED ACTION: **APPROVE**

Item #: 13

District Office (Lovell-FEC-DO) E-Waste Items

#	Description	Number
1	Computers (Chromebooks/iPads/Laptops/Desktops)	405
2	Printers	6
3	TVs	1
4	PA System	1

Golden Valley School E-Waste Items

#	Description	Number
1	Computers	35
2	Printers	1

Cutler School E-Waste Items

#	Description	Number
1	Computers	35
2	Printers	2

Palm School E-Waste Items

#	Description	Number
1	Computers	45
2	Printers	2

El Monte School E-Waste Items

#	Description	Number
1	Computers	122
2	Printers	2
3	TVs	1

Orosi High School E-Waste Items

#	Description	Number
1	Computers	330
2	Printers	2
3	TVs	1

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**RATIFY AGREEMENT WITH WHOLELEADER CONSUTLING BY DR. LORI GONZALEZ**
ATTACHMENTS:	**EDUCATIONAL LEADERSHIP MENTORING AGREEMENT**
FUNDING SOURCE:	**ARTS, MUSIC, AND INSTRUCTIONAL MATERIALS DISCRETIONARY BLOCK GRANT (AMIM)**

DISCUSSION: Attached for Board ratification is an Educational Leadership Mentoring Agreement with WholeLeader Consulting by Dr. Lori Gonzalez, which establishes a structured framework to support leadership development through mentorship. The consultant will provide guidance, professional growth opportunities, and ongoing support aligned to the District's goals and priorities. The total cost for this agreement is $12,000.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services*

BOARD GOAL:

- [ ] **1. Achieve academic excellence 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 ratify the Educational Leadership Mentoring Agreement.**

PROPOSED ACTION: **RATIFY**

Item #: 14

WholeLeader Consulting by Dr. Lori Gonzalez
EIN: 41-XXXXXXX
Address: 731 Recreation Place, Sanger, CA 93657
Phone: (559) 960-3677
Email: mlorigonzalez@gmail.com

Educational Leadership Mentoring Agreement

This Educational Leadership Mentoring Agreement ("Agreement") is entered into on November 21, 2025, by and between WholeLeader Consulting by Dr. Lori Gonzalez ("Consultant") and Cutler-Orosi Joint Unified School District ("District").

1. Scope of Services

Consultant will provide comprehensive leadership mentoring services designed to strengthen instructional effectiveness, leadership capacity, and implementation of district priorities. Services may include, but are not limited to:

- Targeted mentoring aligned to instructional leadership goals
- Classroom walkthroughs and collaborative analysis of instructional practices
- Modeling of feedback conversations with teachers and instructional teams
- Coaching on data use, instructional planning, and continuous improvement cycles
- Leadership development support, including decision-making, communication, and problem-solving
- Thought partnership on system coherence, equity-driven practices, and organizational culture
- Preparation of mentoring materials, resources, and follow-up communication as needed

The Consultant's work will support the mentee's development as an effective instructional leader and contribute to the district's overall leadership pipeline.

2. Frequency and Method of Services

Consultant will provide two (2) in-person mentoring sessions per month. Each session will be conducted as a full-day session and may include planned activities such as classroom walkthroughs, debriefs, instructional analysis, or leadership coaching.

If the District requests additional in-person sessions beyond the two per month, these will incur an additional mutually agreed-upon cost.

The Consultant will maintain reasonable availability for communication, preparation, and follow-up connected to the mentoring work.

3. Term
This Agreement shall be effective from November 2025 through May 2026, unless extended or terminated in accordance with this Agreement.

4. Compensation
The District agrees to compensate the Consultant at a rate of $2,000 per month, which includes the provision of two in-person mentoring sessions per month, except for November and December. For those two months, the Consultant will provide one in-person session per month, along with associated preparation and follow-up activities, at a reduced rate of $1,000 per month. The Consultant will submit monthly invoices, and payment shall be due within 30 days of receipt.

Any additional sessions or services requested beyond the agreed-upon scope will be billed at a mutually agreed-upon rate.

5. Confidentiality
Consultant will maintain confidentiality in coaching conversations.

6. Independent Contractor
Consultant is not an employee of the District.

7. Termination
Either party may terminate with 30 days written notice.

8. Liability
The District agrees to hold Consultant harmless for work performed in good faith.

9. Entire Agreement
Represents the full understanding between parties.

Signatures:

Consultant: _____ Date: 11/26/25

District Representative: _____ Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

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

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

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is a Memorandum of Understanding with Save the Children and the COJUSD After School Education and Safety (ASES) Program to provide high-quality, targeted academic support. The partnership leverages Save the Children's evidence-based curricula and early learning expertise alongside COJUSD ASES's commitment to enriching after-school programming to address foundational mathematics learning gaps among the district's youngest students. The program will be implemented at Palm Elementary School, Cutler Elementary School, and Golden Valley Elementary School from January 2026 through June 30, 2026, with total grant funding of $229,737.

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 MOU with Save the Children.**

PROPOSED ACTION: **APPROVE**

Item #: 15

SUB-AGREEMENT
BY
Save the Children Federation, Inc.
TO
Cutler-Orosi Joint Unified School District
12623 Avenue 416
Orosi, California 93647

1. **Program Name:** Cutler Elementary, Golden Valley Elementary, Palm Elementary	2. **Sub-award Number:** 999008148, 999008149, 999008151
3. **Sub-award Effective Date:** 12/01/2025	4. **Sub-award Expiration Date:** 6/30/2026
5. **Sub-recipient Contact Name and Information:** Mrs. Yolanda Valdez Superintendent yovaldez@cojusd.org	6. **Save the Children Contact Name and Information:** Salvador Zavala Lead Associate, School Age Programs szavala@savechildren.org
7. **Total Obligated Amount:** $229,737.99	8. **Donor:**

Save the Children Federation Inc. and **Cutler-Orosi Joint Unified School District** *hereby agree that the electronic signatures, as defined in the Electronic Signatures in Global and National Commerce Act of 2000 ("ESIGN") used in execution of this Agreement are legally binding and, as such, equivalent to traditional handwritten signatures under ESIGN and other applicable laws. Both Save the Children and* **Cutler-Orosi Joint Unified School District** *further agree that the electronic signatures used in execution of this Agreement shall constitute an original for all purposes.* **Cutler-Orosi Joint Unified School District** *agrees that it is solely responsible for maintaining security and* confidentiality of its electronic signatures, and that it shall be solely responsible for all actions initiated under its electronic signatures.

IN WITNESS WHEREOF, Save the Children Federation, Inc. and Sub-recipient have each caused this agreement to be executed on their behalf:

Sub-recipient Authorized Representative: BY: _____ Mrs. Yolanda Valdez TITLE: Superintendent DATE: _____	**Save the Children Federation, Inc. Authorized Representative:** BY: _____ Lucero Chavez Ramirez TITLE: State Director DATE: _____

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        ii. Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Policy
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16. Non-Waiver

1 Definitions and Scope of the Agreement

(a) **Purpose** The purpose of this Agreement is for Save the Children Federation, Inc. (hereinafter referred to as "SCUS") to set out the rights and responsibilities of SCUS to **Cutler-Orosi Joint Unified School District**, (hereinafter referred to as Sub-recipient), in relation to the Agreement and implementation of the Program(s) at **Cutler Elementary - PY26, Golden Valley Elementary - PY26, and Palm Elementary - PY26**. It is agreed that the funding set forth in this agreement will be used exclusively for the Program objectives.

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

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

(c) Total Sub-award Amount

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

(d) Gifts-in-kind

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

2 Appendices

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

X Appendix 1 - Program documents

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

X Appendix 2 - Program(s) Budget

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

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

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

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

X Appendix 7 – Save the Children Conflict of Interest Policy (as updated and revised from time to time)

3 Responsibilities of the Parties

(a) Roles and Responsibilities of SCUS

SCUS will:

i. Transfer funds in accordance with Section 4;

ii. Provide guidance and technical assistance for the Sub-recipient to implement the Program(s) as described in the Program Plan (Appendix 1);

iii. Engage in other monitoring activities necessary to effectively oversee this Sub-award which may include on-site visits to observe Program activities, financial monitoring, periodic implementation meetings and other measures necessary to monitor activities under this Sub-award. SCUS will endeavor to provide a minimum of one week prior notification for Program site visits. SCUS reserves the right to conduct unannounced site visits if it is deemed necessary to ensure Program operations and effectiveness.

(b) Roles and Responsibilities of the Sub-recipient

The Sub-recipient will:

i. Be responsible for achieving the objectives of the Program(s) as described in Appendix 1, including planning, implementation, reporting and monitoring Program(s) activities;

ii. Be responsible for the financial management and administration of the Program(s), which shall be undertaken in observance with all applicable federal and state laws including 2CFR200 where applicable to relevant Sub-recipient organization type and in accordance with good management practice;

iii. Report in writing to SCUS within seven (7) days of becoming aware of any of the following:
   01. Changes to the overall goal, objectives, or results set out in the Program(s) Plan in Appendix 1;
   02. Implementation delays of more than 30 days;
   03. Changes to the amount of the total Budget for the Program(s);
   04. Budget variance of more than percentage/amount listed in section 4(a)(ii);
   05. Any other issues that would or could have a significant adverse impact on delivery of the Program(s) or the reputation of SCUS.

iv. If Sub-recipient is contacted about this Sub-Agreement by a party other than SCUS, Sub-recipient shall notify SCUS of such communication and seek prior approval from SCUS for any resulting communication with such party;

v. The Sub-recipient shall not use the names or logos of SCUS without the prior written consent of SCUS. The Sub-recipient shall not refer to its relationship with SCUS or to the Sub-Agreement without SCUS's prior written approval. Any public notices or communications by the Sub-recipient to the public, and in particular to the mass media or any public forum whatsoever (including press, radio, television, cinema, internet, etc.) relating to this Sub-Agreement shall be subject to prior written authorization by SCUS.

vi. Facilitate visits from SCUS in connection with this Sub-Agreement.

vii. Follow all Policies included in the Appendices

(c) Roles and Responsibilities of the Parties

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

4 Budget, Funds Transfers, and Financial Management

(a) Budget and Funding

i. The Sub-recipient shall ensure that the Total Obligated Amount will be used in accordance with the Program(s) Budget (Appendix 2).

ii. SCUS allows line-item flexibility within 10% of each site budget. This flexibility is allowed provided that all program deliverables have been met and any spending deviations from budget are only for the furtherance of implementation of program plans and not to supplement or supplant the existing or unforeseen costs of any of Sub-recipient's non-SCUS programs.

iii. SCUS is not required to reimburse the Sub-recipient for any costs in excess of the Total Obligated Amount.

iv. SCUS shall make periodic payments to the Sub-recipient as detailed in the sections below. All payments to the Sub-recipient will be made via direct deposit or check in the name of the Sub-recipient as follows: **Cutler-Orosi Joint Unified School District**. Payments will generally be issued within 45 days of receipt of an acceptable report generated from the Sub-Recipient's internal accounting software.

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

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

02.
SCUS will make two advance payments to the Sub-recipient based on the approximate installment amounts and criteria below. These advances will normally be made on a bi-annual basis. Advances shall total no more than the Sub-recipient's bi-annual cash requirements and will consider the balance of unspent funds from previous advances as evidenced by the Sub-recipient's in-system financial reports. An acceptable balance of funds for the Sub-recipient is no more than 20% of total Program funds received to date. This will allow smooth program operations while the quarterly in-system finance report and subsequent advance request is reconciled and reviewed. Total advances will not exceed 80% of the total Sub-award amount.

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

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

Initial: _____
Erika Guardado

v. Other Terms of Payment:

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

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

(b) Under-spending and Implementation Delays

i. At the chronological midpoint of the Program, SCUS will meet with Sub-recipient to assess spending and determine any budget changes that may be needed in order to ensure adequate funding is obligated to support the Program. Any significant underspending that cannot be utilized for the remaining Program deliverables may be reduced from the total obligated amount through an amendment agreed between SCUS and the Sub-recipient.

ii. If there are implementation delays of more than 90 days according to the Program Plan, SCUS reserves the right to delay the transfer of funds by the delay period.

(c) Return of unused funds

i. Funds transferred to the Sub-recipient that have not been spent at the Implementation End Date are to be repaid in US Dollars and submitted to SCUS along with the final financial report, unless agreed to otherwise by SCUS.

ii. Should the Sub-recipient cease operations, the Sub-recipient shall ensure that before such operations cease, arrangements are in place for all unspent sub-award funds originating from SCUS to be repaid to SCUS and that such payment shall take place within 10 days of SCUS providing bank details for that purpose.

(d) Financial Management

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

i. a qualified person is handling the day-to-day management of funds and book-keeping;

ii. all bank and other financial transactions related to this Sub-award are tracked and reported in a transparent manner;

iii. accurate records of account of the Sub-award funds are kept in accordance with Sub-recipient accounting policies;

iv. any interest earned on Sub-award funds is remitted to SCUS and;

v. expenses are specified in the Sub-recipient's account books in at least the same level of detail as such expenses appear in the Budget so that the accounts are reported and verified against the Budget.

5 Cost Share

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

CHECK AS APPROPRIATE

[ ] The budget for this Sub-award ***INCLUDES*** Cost Sharing. As per budget attached, Sub-recipient agrees to contribute **$ 0** to the Program. It is expected that Sub-recipient make every effort to meet this cost share amount during Program implementation. SCUS recommends that Sub-recipient track and document this contribution for their internal purposes, however, cost share expenses should be tracked separately from grant funds and it is not required to report cost share expenses to SCUS.

[X] The budget for this sub-award ***DOES NOT INCLUDE*** Cost Sharing.

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

6 Amendments

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

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

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

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

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

7 Audit and Record Retention

(a) Audit

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

(b) Financial Records

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

(c) Inspection

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

8 Reporting and Action Plan

(a) Program Progress Reporting

i. Program Reporting is the sole responsibility of the Sub-recipient. SCUS maintains an internet-based Monitoring and Evaluation system to capture program data for Literacy, Healthy Choices, and Early Steps to School Success. This data must be updated by the Sub-recipient at least weekly when the Program is active.

ii. Should Program progress reports be missing from the Monitoring and Evaluation system, SCUS reserves the right to delay advance or reimbursement payments.

(b) Financial Reporting

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

CHECK AS APPROPRIATE

[X] Quarterly Reporting (add a check box similar to advance vs reimbursement)
~~Quarter 1 – July 1, 2025 to September 30, 2025 – report due **October 15, 2025**~~
Quarter 2 – October 1, 2025 to December 31, 2025 – report due **January 9, 2026**
Quarter 3 – January 1, 2026 to March 31, 2026 – report due **April 15, 2026**
Quarter 4: Final Report – April 1, 2026 to June 30, 2026 – report due **July 20, 2026**

[ ] Monthly Reporting
July 1-July 31, 2025– report due **August 12, 2025**
August 1-August 31, 2025– report due **September 12, 2025**
September 1-September 30, 2025– report due **October 10, 2025**
October 1-October 31, 2025– report due **November 12, 2025**
November 1-November 30, 2025– report due **December 12, 2025**
December 1-December 31, 2025– report due **January 9, 2026**
January 1-January 31, 2026– report due **February 12, 2026**
February 1-February 28, 2026– report due **March 12, 2026**
March 1-March 31, 2026– report due **April 10, 2026**
April 1-April, 2026– report due **May 12, 2026**
May 1-May 31, 2026– report due **June 12, 2026**
June 1-June 30, 2026 – report due **July 17, 2026**

Initial: _____
Erika Guardado

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

i. If adjustments to the Sub-recipient's accounting of this Sub-award occur after the end of the period of Sub-award or beyond June 30, 2026 thus reducing the final in-system financial report of expenditures, then Sub-recipient shall provide a revised final in-system financial report no later than 30 days of the close of the month in which the adjustment occurred along with payment to SCUS for the balance of any unspent Sub-award funds.
ii. SCUS's guidelines on the format of financial reports are as follows:

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

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

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

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

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

    Lara Wheaton
    Lead Associate
    Lwheaton@savechildren.org

(c) Other Reporting

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

9 General Procedures

(a) Timesheets

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

(b) Student Data

SCUS and the Sub-recipient intend that SCUS will review Student Data (as defined in this section) to evaluate the needs of Sub-recipient's students, and to determine which of those students will benefit from participation in the Program, with the objective of improving

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

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

(c) Limitation of Liability

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

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

02. Compensation for the death, disability, or other hazard which may be suffered by the employees, vendors, agents or other representatives of Sub-recipient arising from performance in connection with this Sub-Agreement; and/or

03. Any expenditure incurred by Sub-recipient in excess of the Total Obligated Amount as specified in this Sub-Agreement.

ii. SCUS has no obligation to provide support to the Sub-recipient for implementation of the Program or for any other purposes. This provision shall survive the termination of this Agreement.

(d) Applicable Law

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

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

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

i. Nothing in this Agreement shall be deemed to create a joint venture, agency or partnership between the Parties and the employees of one shall not be deemed to be employees of the other.
ii. The Parties are independent contractors with respect to each other and neither Party shall have the power to obligate or bind the other, except as specifically provided in this Agreement.
iii. Sub-recipient personnel shall at all times be under the Sub-recipient's sole supervision, direction and control, and shall not be deemed as SCUS personnel for any purpose. Any job descriptions, employment contracts, letters or job offers should

identify positions as that of the Sub-recipient and not SCUS. The Sub-recipient is solely responsible for payment of all wages, salaries, and other amounts due or to become due to such personnel in connection with the Sub-agreement and for all reports and obligations to social security, income tax withholding, unemployment compensation, worker's compensation, and the like. The Sub-recipient shall indemnify and hold SCUS harmless against any claim or liability (including, without limitation, fines, penalties and reasonable attorney's and expert consultant fees and costs) resulting from the Sub-recipient's failure to comply with the provisions of this Article.

(f) Confidentiality

"Confidential Information" means written, graphic or pictorial non-public information (in any medium) and designated by the disclosing Party as being confidential or any other information, whether written, oral or observed, which under the given circumstances would reasonably be understood by the receiving Party to be confidential. Both Parties acknowledge that any information obtained in performing this Agreement regarding the operation of a Party or its products, services, policies, systems, programs, procedures, donor relations, beneficiary information or any other aspect of its business, is Confidential Information. Both Parties will hold such Confidential Information secret and will not use such Confidential Information for any purpose other than performance of this Agreement or disclose such Confidential Information, directly or indirectly, to any other person, without in each instance the prior written consent of the other Party.

(g) Anti-Corruptions Laws

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

(h) Sanctions

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

i. Sub-recipient warrants and covenants that, during the Term, Sub-recipient and none of its employees, agents, representatives, owners or shareholders who act for or on behalf of Sub-recipient are (or will become while such a Personnel, owner or shareholder) the target of any applicable Sanctions and that, if at any time during the Term and to the knowledge of Sub-recipient, any such persons become the target of applicable Sanctions, then Sub-recipient will promptly inform SCUS of this event in writing. Such written notification is to be provided so that SCUS and Sub-recipient may consult to determine in good faith whether such circumstance may constitute a violation of applicable law on the part of SCUS.

ii. Sub-recipient shall not use any proceeds in connection with this Agreement for the purpose of funding, financing or facilitating any activities, business or transaction of or

with any person targeted by applicable Sanctions or in any country that is the target of Sanctions, or in any other manner that would result in the violation of any applicable Trade Control Laws.

(i) Compliance with SCUS Policies

(i) Safeguarding and Counter-Human Trafficking Policy

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

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

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

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

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

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

(ii) Zero-tolerance Fraud Policy

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

(a) Informing Sub-recipient staff of this policy

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

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

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

(iv) Conflict of Interest

The Sub-recipient agrees to abide by the SCUS Conflict of Interest Policy (Appendix 7). SCUS requires that all conflicts of interest involving employees (or the families of employees) be disclosed in writing to the Save the Children Contact listed on page 1 of this Sub-agreement. Sub-recipient should have their own Conflict of Interest policy and make it available upon request from SCUS.

(v) Reporting Concerns.

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

Phone toll-free within the US: 1-844-287-1892
Fax: 1-475-999-3293
Web: Savethechildren.ethicspoint.com

Initial: _____
Mrs. Yolanda Valdez, Superintendent

(j) Intellectual Property Ownership and Use

i. Definitions:
   01. "Pre-existing Materials" are all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes, other materials and intellectual properties, proprietary information, know-how and/or trade secrets fixed in writing or other tangible media developed by Sub-recipient separate and apart from this Sub-award.
   02. "Third Party Materials" are all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and intellectual properties fixed in writing or other tangible media developed separate and apart from this Agreement and owned by or exclusively licensed to a third party.
   03. "Work Product" is all data, reports, curricula, specifications, outlines, drafts, software, pictures, photographs, videotapes and any other materials and

intellectual properties fixed in writing or other tangible media first developed under this Agreement.

ii. Incorporating Third Party Materials: Sub-recipient shall not incorporate any Third Party Materials into any Work Product, unless Sub-recipient identifies such Third Party Materials and any limitations and Sub-recipient acquires a world-wide, royalty-free license to copy, use, publish and reproduce such Third Party Materials to the extent necessary for Sub-recipient and SCUS to exercise their rights in the Work Product.

iii. Ownership of Work Product: Sub-recipient shall be the sole and exclusive owner of the Work Product. The Work Product will acknowledge SCUS as contributing to the development of the Work Product.

iv. License of Work Product and Pre-existing Materials Incorporated in Work Product: (a) Sub-recipient hereby grants a royalty free, irrevocable, non-exclusive, world-wide license to SCUS, and to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Work Product. (b) To the extent Sub-recipient incorporates any Pre-existing Materials into the Work Product, Sub-recipient further grants SCUS, as applicable, a royalty free, irrevocable, non-exclusive license to receive, copy, use but not alter to the extent that a derivative work is created, publish and reproduce the Pre-existing Materials as incorporated in the Work Product. Sub-recipient shall be acknowledged as the owner of the Pre-existing Materials as appropriate.

v. Specific Indemnity by Sub-recipient: Sub-recipient will comply with all applicable laws and regulations concerning copyright and trademark in the development of Work Product under this Agreement. Sub-recipient hereby indemnifies and holds SCUS harmless for any losses, claims, damages, liabilities and related expenses, including counsel fees, incurred by or asserted against SCUS arising by virtue of Sub-recipient's infringement of any applicable law or regulation concerning copyright and trademark.

vi. Photo Use: Each Party will obtain appropriate documentation of consent and release from the photographer, and/or the non-public persons in non-public settings, or of a parent or guardian if persons are minors before publishing photos in reports or materials generated under this Agreement. Use of photographs for which consent has not been obtained fails to respect the rights of the individuals being served and exposes SCUS and Sub-recipient to liability for breach of privacy rights.

(k) Order of Precedence:

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

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

(l) Prior Approvals

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

(m) Insurance

i. The Sub-recipient is solely responsible for all applicable taxes, benefits, worker's compensation insurance or equivalent, health insurance, all risk property insurance and a comprehensive general liability insurance with financially sound and reputable insurance companies, and other insurance as required under the applicable laws and

naming SCUS as an additional insured. A copy of this Certificate is to be sent to SCUS as described in the cover letter of this sub-award.

ii. The Sub-recipient shall be solely liable for the loss or theft of, or damage to, any and all items purchased with Sub-agreement funds (including items in the possession of its lower-tier Sub-recipients), and, as soon as reasonably practicable after any such loss, theft or damage, shall replace such items at its own expense in compliance with the procurement requirements set forth below in Section n (Procurement). In addition, the Sub-recipient shall be solely liable for the loss or theft of any Sub-agreement funds held in cash by the Sub-agreement or any of its agents or lower-tier sub-recipients and shall have no recourse to SCUS for any such loss or theft.

(n) Procurement

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

i. In the event that the Sub-recipient does not have an established Procurement Policy, SCUS requires that procurement of goods and services of single transactions costing more than $3,500 be supported by documentation of at least three written bids from potential vendors and a written statement by the Sub-recipient listing the reasons for selecting the chosen supplier of such goods or services. Exceptions to this requirement are if the chosen supplier is pre-approved by SCUS.
ii. Procurement of Program materials and computers per the Budget attached are encouraged to be purchased within the first 3 months and no later than the first 6 months of programming as these items are to be available to the Program participants (students) for this sub-award period. Failure to complete the procurement of these goods in a timely manner may result in the deduction of those funds from this Sub-award by SCUS which will include a budget revision and sub-award modification.
iii. Because of the crucial nature of these staff positions: Literacy, Healthy Choices, and Early Steps to School Success Coordinators (as applicable and as listed in the Program Plan (Appendix 1.g) and budget (Appendix 2)) must be formally employed by the Sub-recipient as close as possible to the Sub-award start date. Any cost savings due to the time lag in hiring these staff positions may result in the deduction of funds from this Sub-award by SCUS in the amount of budgeted funds per days not worked which will include a budget revision and sub-award modification.
iv. This sub-award may not be used to fund the purchase of capital assets with a value of $5,000 or greater without SCUS' prior written approval.
v. Any procurement and resulting expenditure towards this Sub-award that is deemed to be inappropriate according to the Program Plan, budget, and/or generally accepted accounting principles will result in the deduction of those funds from this Sub-award by SCUS which will require reclassification of such expenditures from the SCUS sub-award and documentation in support of the accounting adjustment.

(o) Representations and Warranties

The Sub-recipient represents and warrants that: (i) it is authorized and has the right and ability to undertake the obligations as set forth in this Sub-agreement; (ii) it is properly registered in all jurisdictions as may be required to perform its obligations under this Sub-agreement; (iii) it fully complies with Executive Order 13224 - BLOCKING PROPERTY AND PROHIBITING TRANSACTIONS WITH PERSONS WHO COMMIT, THREATEN TO COMMIT, OR SUPPORT TERRORISM.

(p) Indemnification

Sub-recipient shall hold harmless and indemnify SCUS and its directors, officers, agents and employees from and against all causes of action, losses, claims, liabilities, damages (including

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

10 Title, Use, and Disposition of Property

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

11 Remedies for Non-Compliance

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

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

12 Specific Conditions

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

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

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

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

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

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

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

13 Termination

(a) Termination by SCUS

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

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

(b) Mutual Termination

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

(c) Force Majeure

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

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

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

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

(d) Terms of Termination

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

(e) Duties Upon of Termination

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

14 Assignment

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

15 Severability

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

16 Non-Waiver

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

Save the Children.

SCHOOL-AGE IN-SCHOOL & AFTERSCHOOL PROGRAMS

PY26 SUBAWARD AGREEMENT APPENDIX 1.A

PROGRAM OVERVIEW

Save the Children's (STC) program models are designed based on research and best practice. As such, it is critically important the programs are implemented with fidelity (as designed) to achieve the best possible results for children. The standards defined below are a minimum standard which means a program can exceed them, as time and resources allow, but cannot fail to meet them. This document is intended to serve as a user-friendly, checklist-type form; however, these standards are also a part of every annual Save the Children partner sub award agreement.

- STC offers literacy, math, health and nutrition programs (Healthy Choices), and family engagement.
- Family engagement is implemented with both in-school and afterschool programs.
- Healthy Choices is our health and nutrition component that is only offered in afterschool.
- Math is an additional program component that can be added on to in-school or afterschool.
- Schools can implement in-school only, afterschool only, or both.
- The afterschool program must include Literacy and/or Math, Healthy Choices, and family engagement.
- Inclusive practices for children with or without disabilities will be incorporated into programming through accommodations, modifications, adaptation suggestions, and enhanced trainings.

PROGRAM ELIGIBILITY

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

However, if your site's Save the Children Afterschool Program is funded by a state 21st Century Learning Center (CCLC) grant, you are required to allow all interested children to participate up to the maximum number of children the program can serve as stated in your 21st CCLC proposal/agreement.

The Literacy/Math Block is designed for children in grades K-6 who have the following characteristics:

- Child has a Percentile Rank (PR) score of less than 40 on Renaissance's® STAR Reading/Math® assessment(s) which Save the Children uses in the literacy program.
  - According to Renaissance®, children with PR score of 40 or more will likely meet state standards for grade level proficiency at the end of the school year.
- For grades 2-6 the child is reading below grade level but not more than 3 years below grade level.
  - Children who are more than 3 years behind are better supported working with adults with more specialized training in reading/math instruction.

PROGRAM ELIGIBILITY (continued)

- Child is able to participate in programming without continually disrupting the learning environment due to unaddressed behavior concerns.
- Child is available to attend the program each day to provide ample time and consistent opportunities to increase their academic achievement.
- Child does not have an identified learning disability.

Children with a reading/math disability require instruction provided by certified teachers trained in specific areas of need. Instruction for children with disabilities should be highly specialized and focused on meeting IEP goals and benchmarks. Care needs to be taken they do not receive mixed messages by being involved in two different approaches to learning.

IN-SCHOOL PROGRAMS

SCHEDULE AND PARTICIPATION

- Scheduled for at least 110 days of the school year in a continuous format without weeklong breaks except in the case of school holidays and weather closings.
- Scheduled for at least 4 days per week.
- Scheduled for at least 30 minutes sessions per day.
- Classroom teachers and principal should work with Program Coordinator to determine which children and grade levels would benefit most from the supplemental in-school literacy and/or math activities based on the eligibility criteria listed in the section above titled "Program Eligibility."

STAFFING

- Utilize staff/child ratio of 1:10 for literacy and math activities
  - Program Coordinator.
  - Literacy tutor(s) and/or mathematics tutor(s) (applicable sites only).
- Appropriate space and a computer for Program Coordinator and program staff to conduct administrative duties.
- Reliable internet connection and access to a phone for program staff to participate in Save the Children training and technical assistance (T&TA).
- At least 30 paid hours per school year for part-time program staff to participate in Save the Children T&TA outside of time spent in direct contact with children during program time.
- At least 2 paid hours per week for part-time program staff to prepare for monthly/weekly/daily activities and reflect on implementation of those activities outside of time spent in direct contact with children during program time.
- At least 1 hour per day, for full time program staff to prepare for monthly/weekly/daily activities and reflect on implementation of those activities outside of time spent in direct contact with children during program time.

LOGISTICS AND SUPPORT

- Must purchase all required equipment, materials, and supplies as listed on the program ordering information forms.
- Must purchase books to be utilized during the Read Aloud component.
- Partner must provide Program Coordinator with access to a technology expert to support use of Renaissance and other program-related technology needs.
- Spaces for activities where each group of 10 children has a separate space.
- Space to safely store program materials and supplies.

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DATA COLLECTION AND REPORTING

- Must conduct all required assessments no earlier than August 1st, and within the first 30 days of school for all children (in the whole school).
  - STAR Reading to all second through sixth graders
  - STAR Early Literacy to all kindergarten and first graders
  - STAR Math to all children (applicable sites only).
- Must conduct all required mid-year assessments between December 1st and February 28th for program children only.
  - STAR Reading to all second through sixth graders
  - STAR Early Literacy to all kindergarten and first graders
  - STAR Math to all children (applicable sites only).
  - Partner may choose to assess entire school.
- Must conduct all required end-of-year assessments no earlier than April 1 and within the last 30 days of the school year for all children (in the whole school).
  - STAR Reading to all second through sixth graders
  - STAR Early Literacy to all kindergarten and first graders
  - STAR Math to all children (applicable sites only).
- Must enter all required daily, weekly, monthly, and pre/mid-year/post-test data into Save the Children's online Monitoring & Evaluation SCORE System.
- Must enter and collect required data for grant purposes, as applicable.

SAFEGUARDING

- Please refer to Save the Children's Child Safeguarding Policy for specific guidance.

FAMILY ENGAGEMENT

- Must develop a Family Engagement team including school administration, staff, and child caregivers.
- Must complete the *Family Engagement Checklist* to identify site-specific family engagement focus areas for the program year. This is to be completed at the start of the program year and at the end of the program year to guide family engagement efforts and measure growth throughout the year.
- Must collaborate with school administration and staff to identify areas of alignment between the program and school-wide family engagement practices.
- Must complete an annual *Family Engagement Planning Guide* to outline specific family engagement practices and activities to be conducted throughout the program year.
- Must conduct a minimum of six family engagement activities and two events during the program year to address key family engagement strategies, developed collaboratively with the school.
- Periodically review and check for completion of family engagement activities.
- Must conduct the required *Family Post-Survey* at the end of the program year; distribute and actively encourage completion of the *Family Post-Survey* by one caregiver of each family in the entire school.
- Must submit family engagement data, including *Family Post-Survey* data and other identified data points, to Save the Children for analysis and review.

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

Save the Children.

AFTERSCHOOL PROGRAMS

SCHEDULE AND PARTICIPATION

- Consult with your district/school's attorney to ensure that your state does not impose any additional requirements on or conditions to your participation in the afterschool program.
- Scheduled for at least 110 days of the school year in a continuous format without weeklong breaks except in the case of school holidays and weather closings.
- Scheduled for at least 4 days per week.
- Scheduled for at least 1 hour and 45 minutes per day.
  - 30-60 minutes literacy program.
  - 30 minutes of mathematics (applicable sites only).
  - Daily 30 minute Healthy Choices block for all children in the afterschool program.
    - 30 minutes of moderate-to-vigorous physical activity, all but one day.
    - 15 minute nutrition education lesson one day a week followed by 15 minutes of moderate-to-vigorous physical activity using a nutrition-themed game.
  - Provide a healthy snack (or meal) to all participating children. Save the Children's Healthy Snack Standards is optional but should be used as a guide when planning the snacks (or meal).
  - Time to transition between activities for all children.
- Participation limited to children meeting eligibility criteria listed in the section above named "Program Eligibility".
- Minimum average daily attendance of 30 children or as determined by grant requirements.

STAFFING

- Utilize staff/child ratio of 1:10 for literacy and math activities and 1:20 for physical activity and nutrition activities, when possible.
  - Program Coordinator.
  - Healthy Choices Coordinator, literacy tutors, and mathematics tutors (applicable sites only).
- Appropriate space and a computer for Program Coordinator and program staff to conduct administrative duties.
- Reliable internet connection and access to a phone for program staff to participate in STC training and technical assistance (T&TA).
- At least 30 paid hours per school year for part-time program staff to participate in STC T&TA outside of time spent in direct contact with children during program time.
- At least 2 paid hours per week for part-time program staff to prepare for monthly/weekly/daily activities and reflect on implementation of those activities outside of time spent in direct contact with children during program time.
- At least 1 hour per day for full time program staff to prepare for monthly/weekly/daily activities and reflect on implementation of those activities outside of time spent in direct contact with children during program time.

Save the Children.

LOGISTICS AND SUPPORT

- Must purchase all required equipment, materials, and supplies as listed on the program ordering information form.
- Must purchase books to be utilized during the Read Aloud portion of the Literacy program.
- All afterschool program sites must enroll in USDA's feeding programs to provide a healthy snack and/or meal to children participating in the program each day.
- Partner must provide Program Coordinator with access to a technology expert to support use of Renaissance and other program-related technology needs.
- Spaces for activities where each group of 10 children has a separate space.
- Space for physical activity so that all children in a rotation (maximum of 20) can be active at the same time in a safe manner.
- Space to safely store program materials and supplies.
- Space to safely store physical activity equipment.

DATA COLLECTION AND REPORTING

- Must conduct all required assessments no earlier than August 1st, and within the first 30 days of school for all children (in the whole school).
  - STAR Reading to all second through sixth graders
  - STAR Early Literacy to all kindergarten and first graders
  - STAR Math to all children (applicable sites only).
- Must conduct all required mid-year assessments between December 1st and February 28th for program children only.
  - STAR Reading to all second through sixth graders
  - STAR Early Literacy to all kindergarten and first graders
  - STAR Math to all children (applicable sites only).
  - Partner may choose to assess entire school.
- Must conduct all required end-of-year assessments no earlier than April 1 and within the last 30 days of the school year for all children (in the whole school).
  - STAR Reading to all second through sixth graders
  - STAR Early Literacy to all kindergarten and first graders
  - STAR Math to all children (applicable sites only).
- Must enter all required daily, weekly, monthly, and pre/mid-year/post-test data into Save the Children's online Monitoring & Evaluation SCORE System.
- Must enter and collect required data for grant purposes, as applicable.

SAFEGUARDING

- Please refer to Save the Children's Child Safeguarding Policy for specific guidance.

FAMILY ENGAGEMENT

- Must develop a Family Engagement team including but not limited to school administration, staff, and child caregivers.
- Must complete the *Family Engagement Checklist* to identify site-specific family engagement focus areas for the program year. This is to be completed at the start of the program year and at the end of the program year to guide family engagement efforts and measure growth throughout the year.
- Must collaborate with school administration and staff to identify areas of alignment between the program and school-wide family engagement practices.
- Must complete an annual *Family Engagement Planning Guide* to outline specific family engagement practices and activities to be conducted throughout the program year.
- Must conduct a minimum of six family engagement activities and events during the program year to address key family engagement strategies.
- Periodically review and check for completion of family engagement activities.
- Must conduct the required *Family Post-Survey* at the end of the program year; distribute and actively encourage completion of the *Family Post-Survey* by one caregiver of each family in the entire school.
- Must submit family engagement data, including *Family Post-Survey* data and other identified data points, to Save the Children for analysis and review.

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

Save the Children.

SAVE THE CHILDREN, U.S. PROGRAMS TECHNOLOGY GUIDELINES

PY26 SUBAWARD AGREEMENT APPENDIX 1.E

OVERVIEW

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

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

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

Save the Children's programs utilize specific web-based software depending on the type of program. In addition, all program Partners are required to use the Rural Learning Exchange to access program documentation, training, and technical assistance resources.

SCHOOL-AGE PROGRAMS

- **SCORE** – Save the Children's Online Reporting and Evaluation system
  - Partners are required to use the online SCORE system to track the children enrolled in Afterschool, In-School, and/or SummerBoost Programs
- **Renaissance** – Web-based literacy and math assessment software provided by Renaissance (www.Renaissance.com)
  - STAR Reading, STAR Early Literacy, and STAR Math, consist of computerized quizzes and assessments to measure students' comprehension and progress
  - All school-age Partners are required to use Renaissance which is hosted online directly by Renaissance

EARLY CHILDHOOD PROGRAMS

- **SCORE** - Save the Children's Online Reporting and Evaluation system
  - Partners are required to use the online SCORE system to track the children enrolled in Early Steps to School Success Program
- **PICCOLO Assessment**
  - This assessment requires a tablet or other portable device that includes a video recording feature.

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TECHNOLOGY REQUIREMENTS

Below are minimum requirements required to access Save the Children's U.S. Programs monitoring & evaluation system (SCORE), and Save the Children's Rural Learning Exchange. All applications are web-based.

Please refer to Renaissance's system requirements on their website System Requirements | Renaissance (www.Renaissance.com/system-requirements) for specific guidelines related to their products used in our school-age programs.

Technology Component	Save the Children Technology Requirements
Computer	**School-age programs** – 1 computer for every 4-6 children + 1 computer for program administration **Early childhood programs** – 1 computer for program administration plus a tablet or other device (with a video recording feature) for the PICCOLO assessment
Web Browser	**Recommended:** Windows – Microsoft Edge Chromium1, Firefox – five most recent versions as of 2024, Chrome – five most recent versions as of 2024 **Others:** MacOS/iOS – Safari – five most recent versions, Firefox – five most recent versions, Chrome – five most recent versions as of June 2024
Operating System	Recommended minimum: Windows 10 or higher
Mobile Devices	• Chromebooks • iOS iPad- 9.x or later • Android (Tablet/Mobile) • Tablets 7 inches or larger
Processor & RAM	Follow minimum requirements for your operating system
Screen Resolution	1024 x 768 or higher
Printer(s)	Required
Internet Connection	High Speed Internet Connection
Video Conferencing	Computers/devices used for data entry must have the ability to connect to video conferencing services. Both camera and audio must be available. When possible, a telephone located near a computer or access to a cell phone is recommended.
Other Requirements	• Microsoft Excel • Adobe Reader 11 or later • JavaScript should be turned on in the browser for best user interface experience

DATA USE AGREEMENT AND CONSENT TO RELEASE CONFIDENTIAL STUDENT EDUCATION RECORDS

THIS DATA USE AGREEMENT AND CONSENT TO RELEASE CONFIDENTIAL STUDENT DATA AGREEMENT ("Agreement") is entered into as of the date last signed below by and between the Board of Education of the **"District" (as named in the signature block below), Save the Children Federation, Inc., ("**Data Recipient**"),** and **Renaissance Learning, Inc.** ("Renaissance"). Collectively referred to as the "Parties", and each, a "Party".

WHEREAS, the District has selected Renaissance to provide services ("Services") that require Renaissance to receive and collect: student, classroom, and school-level data ("Stored Data").

WHEREAS, the District has requested that Renaissance share the Stored Data with Data Recipient; and

WHEREAS, Renaissance agrees to assist District in providing the Stored Data to Data Recipient.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, the parties hereby agree as follows:

1. PURPOSE. The purpose of this Agreement is to explicitly state the District's consent for Renaissance to release the Stored Data to Data Recipient.

2. TERM. This Agreement shall become effective on the date first written above and, subject to any earlier termination as provided herein, shall remain in effect until 10 days after District gives written notice to Renaissance. The obligation of indemnification set forth in Paragraph 6 shall survive the termination of this Agreement.

3. CONTRACTOR RELATIONSHIPS. It is agreed that the legal relationship between Renaissance, Data Recipient and the District is of a contractual nature. District and Data Recipient agree that Renaissance is at all times acting as a contractor and is, in performing its duties under this Agreement, acting for the District. The District acknowledges that it is contracting with Renaissance and requesting Renaissance to share the Stored Data with Data Recipient because the District needs the assistance of Renaissance to share the Stored Data. The District also acknowledges that both Renaissance and Data Recipient have a legitimate educational interest in the Stored Data.

4. CONFIDENTIAL INFORMATION.

a) Consent to Release Student Education Records. The District authorizes Renaissance to release the Stored Data which includes student "education records" as defined in the Family Educational Rights and Privacy Act (FERPA) and any confidential information or records as defined by applicable state law, whether as aggregate data or personally identifiable information, to Data Recipient.

b) Redisclosure of Student Education Records. Data Recipient agrees that it will not redisclose the Stored Data without the prior consent of the parent or eligible student to whom the education record and/or student record refers.

c) District Record of Disclosure. The District will maintain a record of disclosure, as required by 34 C.F.R. § 99.32(b), containing the name of Data Recipient and the legitimate interests which Data Recipient has to the Stored Data.

d) Student Education Records. Consistent with this Agreement, Data Recipient will comply with the relevant requirements of FERPA, the Individuals with Disabilities Education Act (IDEA), and any applicable state student records law, regarding the confidentiality of student "education records" as defined in FERPA and other confidential student information. Data Recipient will limit internal access to the Stored Data to only those employees who reasonably need access to the Stored Data in order to perform Data Recipient's responsibilities to the District.

5. NOTIFICATION TO PARENTS AND STUDENTS. The District agrees that, if required by law, it will disclose Renaissance and Data Recipient as contractors retained to provide various institutional services and functions on the annual FERPA notice sent to parents and students in the District pursuant to 34 C.F.R. § 99.7.

6. INDEMNIFICATION.

a) General Indemnification. To the fullest extent permitted by law, the District and Data Recipient each agrees to indemnify, defend and hold harmless Renaissance, its board, its officers and, employees from and against any and all claims, demands, suits, liabilities, injuries, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, defense costs arising or resulting from, or occasioned by or in connection with any release of the Stored Data by, respectively, the District or Data Recipient or their subcontractors; including but not limited to: breach of its duty to comply with any laws or regulations applicable to this Agreement, including but not limited to FERPA, IDEA, or any state Student Records Law or the breach of any provision in this Agreement by the District or Data Recipient. The obligation of indemnification set forth in this Paragraph shall survive the termination of this Agreement. It is expressly

understood and agreed that this indemnification agreement is not joint and that neither the District nor Data Recipient is responsible for any breach by the other party.

b) Investigation or Order from the Family Policy Compliance Office. District and Data Recipient agree they will notify Renaissance if either of them is contacted by the Family Policy Compliance Office, or any successor government office or agency charged with enforcing FERPA, or any state agency charged with enforcing state student records laws regarding any services or disclosure of records contemplated by this Agreement. Such notice shall be made in writing within three (3) business days of the first contact the government agency makes with District or Data Recipient.

7. **GENERAL PROVISIONS**.

a) Amendment. This Agreement may only be amended in writing signed by all Parties.

b) Entirety. This Agreement constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made between any Parties with respect to the subject matter hereof.

c) Governing Law. This Agreement shall be governed by the laws of the State of Wisconsin.

d) Severability. In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

e) Authority to Execute. Each Party represents and warrants to the other Parties that this Agreement has been duly authorized, executed and delivered by and on behalf of each such Party, and constitutes the legal, valid and binding agreement of said Party.

f) No Waiver. No course of dealing or failure of any Party to enforce strictly any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition. No express waiver of any term, right or condition of this Agreement shall operate as a waiver of any other term, right or condition.

g) Assignment. This Agreement only be assigned in writing signed by all Parties.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the last date written below.

_____ **("DISTRICT")**
District name

_____
Authorized signature

_____
Printed name

_____
Title

_____
Date

SAVE THE CHILDREN FEDERATION, INC.

_____
Authorized Signature

_____
Printed name

_____
Title

_____
Date

RENAISSANCE LEARNING, INC.

_____
Authorized signature

_____
Printed name

_____
Title

_____
Date

PLAN REPORT

Save the Children

Primary Funding Opportunity	Implementation State	Status	Name
PY26	California	Application - Approved	Cutler Elementary - PY26

Program Year			
Fiscal Agent	Cutler Orosi Joint Unified	**Site**	Cutler Elementary
Analysis Code	999008148	**Approved**	12/12/2025

Project Details

Total Project Cost	$76,579.00	**Start Date**	12/1/2025
Amount Requested	$76,579.34	**End Date**	6/30/2026
Cost Share	Null	Null	**Last Amendment Date**

Project Description

This initiative is a collaborative effort between Save the Children and the COJUSD After School Education and Safety (ASES) Program to deliver high-quality, targeted academic support. Leveraging Save the Children's evidence-based curricula and early learning expertise, combined with COJUSD ASES's commitment to enriching after-school experiences, this project aims to create a sustained, engaging, and supportive environment that addresses critical learning gaps in foundational mathematics for the community's youngest learners.

Project Roles

Applicant	Jayboy Camaquin
Primary Contact	Ms. Areli Queza[illegible]
Finance Contact	Mrs. Erika Guardado

Program Selection

Strategic Alignment	Program	Components
Grade Level Proficiency	Afterschool	Family Engagement | Healthy Choices | Math | Afterscho[illegible]
	Renaissance Learning Licenses	Star Math | Renaissance Learning Licenses

Program Details - Cutler Orosi Joint Unified - Cutler Elementary - 999008148

Afterschool	Program Budget	Other	$7,500.01
		Personnel	$69,079.33
		Total	$76,579.34
	Afterschool notes	Afterschool program notes and comments	Staff use techniques like oral translation of core commands, chunking complex instructions into single steps, and heavy reliance on visuals and physical modeling (Total Physical Response, or TPR) to ensure students understand the lessons demands regardless of their English proficiency level
	Afterschool Program Details	Afterschool Days of Operation (select all that apply)	Monday; Tuesday; Wednesday; Thursday
		Afterschool End Date	6/30/2026
		Afterschool Start Date	12/1/2025
		Afterschool grades you plan to serve (select all that apply)	Kindergarten; 1st; 2nd
		Afterschool programming will deviate from Program Standards	No
		Are you a New Afterschool Save the Children Partner or a Renewal/Active Afterschool Save the Children Partner	New Afterschool Save the Children Partner - The primary goal of this program is to significantly enhance the mathematical skills and readiness of participating students, ensuring they develop strong number sense and early algebraic thinking necessary for future academic success. Furthermore, the program seeks to foster a positive disposition toward mathematics through engaging, hands-on learning experiences. The program is specifically designed to serve 60 students across the TK, Kindergarten, First Grade, and Second Grade levels (TK-2). This age group is crucial for establishing cognitive and acad..
		Does your site currently provide Spanish language instruction or use Spanish-language curriculum materials?	Yes
		Is the Save the Children Program at this site funded by a 21st Century Grant?	No

Program Details - Cutler Orosi Joint Unified - Cutler Elementary - 999008148			
Afterschool	Afterschool Program Details	Is your site also running Save the Children In-School Programming in PY2?	No
	Assessment Tools	How frequently are these assessments administered?	Beginning/middle/end of year - The assessment provides a Scaled Score (SS) and Student Growth Percentile (SGP), which allows the COJUSD ASES program to quantify the growth achieved by the TK-2 students during the after-school intervention period. This data is essential for reporting to stakeholders and partners (including Save the Children) on the efficacy of the initiative.
		Optional: Please briefly describe how assessment data is currently used to inform instruction at your school	Beyond simple scores, STAR Math generates diagnostic reports, including the Instructional Planning Report and Domain Scores. These reports break down student performance by specific math skills and Common Core State Standards (CCSS) domains (e.g., Counting and Cardinality, Operations and Algebraic Thinking). The Afterschool Recreational and Enrichment Aide Lead and supporting staff will utilize these detailed reports during data review sessions. This data directly informs the identification of specific areas where the 60 students, or small groups within the cohort, require focused.
		Please indicate which universal screening/assessment tools your school currently uses to measure student progress in Literacy and/or Math. (Select all that apply)	Renaissance STAR - Renaissance STAR Math is a computer-adaptive assessment program utilized to provide objective, standardized data on students mathematical achievement and growth. Within the Foundational Math Success Initiative, it serves as the cornerstone of the programs data collection strategy, offering a precise, reliable measure of academic progress for the 60 participating TK-2 students.
	Spanish Language Instruction	Content Supports: visuals, graphic organizers, hands on activities, real-life examples, simplified explanations in both languages	[illegible]
		Language Supports: sentences stems, word banks, modelled responses, discussion guides, explicit vocabulary instruction in English	[illegible]
		Optional: How might Save the Children resources complement or enhance your existing Spanish language instruction?	Academic Language Acquisition: Participating EL students will demonstrate improved confidence and competence in using and comprehending essential mathematical academic vocabulary necessary for discussing and explaining concepts. This will be measured through observation, participation rubrics, and anecdotal records.
		State Program Model (Select all model(s) that apply)	ESL (English as a Second Language); Dual Language - The primary role of the Afterschool Aides and Lead is to simplify and clarify all verbal and written instructions using the following basic strategies. The goal is to lower the affective filter (reducing anxiety) and maximize comprehension for our 60 TK-2 students.
		What Literacy Program would most benefit your English Learners for a smooth transition to English?	K-2nd all English Literacy Program with Content and Language Supports for English Learners
		What are the program goals and outcomes for your English Learners in Grades K-2nd?	The goals and expected outcomes for our English Learners (ELs) in Grades K-2nd are focused on bridging the language gap to ensure mathematical access and success.
		Which grade levels currently receive Spanish instruction? (select all that apply)	Kindergarten; 1st - 2nd; 3rd - 4th; 5th - 6th
Renaissance Learning Licenses	Optional Licenses Available	Accelerated Reader (AR) Licenses: min 240	Null

Program Details - Cutler Orosi Joint Unified - Cutler Elementary - 999008148			
Renaissance Learning Licenses	Optional Licenses Available	myON Licenses: min 100	Null
	Renaissance Learning Licenses	Are you a New or a Renewal/Active Renaissance Learning Site	New RL Site
		Do you require Renaissance Smart Start Product Training (included with purchase)	Yes
		Technology Specialist Name | Email | Phone	Jonathan Lewis jonlewis@cojusd.org559-528-4763 ext 1414
	Renaissance Learning notes	Additional Renaissance Learning Licenses Notes & Comments	COJUSD currently has a district license for STAR reading and Accelerated Reader.
	Required Licenses with Save the Children Literacy programs	Star Early Learning (SEL) Licenses: min 100	100
		Star Reading (SR) Licenses: min 100	Null
	Required Licenses with Save the Children Math programs	Star Math (SM) Licenses: min 100	100

PLAN REPORT

Save the Children

Primary Funding Opportunity	Implementation State	Status	Name
PY26	California	Application - Approved	Golden Valley Elementary - PY26

Program Year

Fiscal Agent	Cutler Orosi Joint Unified	**Site**	Golden Valley Elementary
Analysis Code	99900814	**Approved**	12/12/2025

Project Details

Total Project Cost	$76,579.00	**Start Date**	12/1/2025
Amount Requested	$76,579.34	**End Date**	6/30/2026
Cost Share	Null	**Null**	**Last Amendment Date**

Project Description

This initiative is a collaborative effort between Save the Children and the COJUSD After School Education and Safety (ASES) Program to deliver high-quality, targeted academic support. Leveraging Save the Children's evidence-based curricula and early learning expertise, combined with COJUSD ASES's commitment to enriching after-school experiences, this project aims to create a sustained, engaging, and supportive environment that addresses critical learning gaps in foundational mathematics for the community's youngest learners.

Project Roles

Applicant	Jayboy Camaquin
Primary Contact	Mr. Victor Nicolas
Finance Contact	Mrs. Erika Guardado

Program Selection

Strategic Alignment	Program	Components
Grade Level Proficiency	Afterschool	Family Engagement | Healthy Choices | Math | Afterschool
	Renaissance Learning Licenses	Star Math | Renaissance Learning Licenses

Program Details - Cutler Orosi Joint Unified - Golden Valley Elementary - 999008149			
Afterschool	Program Budget	Other	$7,500.01
		Personnel	$69,0[illegible].33
		T[illegible]	$76,579.34
	Afterschool notes	Afterschool program notes and comments	The primary role of the Afterschool Aides and Lead is to simplify and clarify all verbal and written instructions using the following basic strategies. The goal is to lower the affective filter (reducing anxiety) and maximize comprehension for our 60 TK-2 students.
	Afterschool Program Details	Afterschool Days of Operation (select all that apply)	Monday; Tuesday; Wednesday; Thursday
		Afterschool End Date	6/30/2026
		Afterschool Start Date	12/1/202[illegible]
		Afterschool grades you plan to serve (select all that apply)	Kindergarten; 1st; 2nd
		Afterschool programming will deviate from Program Standards	No
		Are you a New Afterschool Save the Children Partner or a Renewal/Active Afterschool Save the Children Partner	New Afterschool Save the Children Partner - The primary goal of this program is to significantly enhance the mathematical skills and readiness of participating students, ensuring they develop strong number sense and early algebraic thinking necessary for future academic success. Furthermore, the program seeks to foster a positive disposition toward mathematics through engaging, hands-on learning experiences. The program is specifically designed to serve 60 students across the TK, Kindergarten, First Grade, and Second Grade levels (TK-2). This age group is crucial for establishing cognitive and acad..
		Does your site currently provide Spanish language instruction or use Spanish-language curriculum materials?	Yes
		Is the Save the Children Program at this site funded by a 21st Century Grant?	No

Program Details - Cutler Orosi Joint Unified - Golden Valley Elementary - 999008149

Afterschool	Afterschool Program Details	Is your site also running Save the Children In-School Programming in PY26?	No
	Assessment Tools	How frequently are these assessments administered?	Beginning/middle/end of year - Administration: Students will take the computer-adaptive test (CAT) at the beginning of the program (Pre-Test) and again at the conclusion of the academic year or session (Post-Test). Its adaptive nature ensures the test remains challenging but accessible, accurately measuring student knowledge regardless of grade level. Growth Measurement: The assessment provides a Scaled Score (SS) and Student Growth Percentile (SGP), which allows the COJUSD ASES program to quantify the growth achiev..
		Optional: Please briefly describe how assessment data is currently used to inform instruction at your school	Beyond simple scores, STAR Math generates diagnostic reports, including the Instructional Planning Report and Domain Scores. These reports break down student performance by specific math skills and Common Core State Standards (CCSS) domains (e.g., Counting and Cardinality, Operations and Algebraic Thinking). The Afterschool Recreational and Enrichment Aide Lead and supporting staff will utilize these detailed reports during data review sessions. This data directly informs: Identifying specific areas where the 60 students, or small groups within the cohort, need focused instruction. Gul..
		Please indicate which universal screening/assessment tools your school currently uses to measure student progress in Literacy and/or Math. (Select all that apply)	Renaissance STAR - Renaissance STAR Math is a computer-adaptive assessment program utilized to provide objective, standardized data on students mathematical achievement and growth. Within the Foundational Math Success Initiative, it serves as the cornerstone of the programs data collection strategy, offering a precise, reliable measure of academic progress for the 60 participating TK-2 students.
	Spanish Language Instruction	Content Supports: visuals, graphic organizers, hands on activities, real-life examples, simplified explanations in both languages	Null
		Language Supports: sentences stems, word banks, modelled responses, discussion guides, explicit vocabulary instruction in English	Null
		Optional: How might Save the Children resources complement or enhance your existing Spanish language instruction?	Academic Language Acquisition: Participating EL students will demonstrate improved confidence and competence in using and comprehending essential mathematical academic vocabulary necessary for discussing and explaining concepts. This will be measured through observation, participation rubrics, and anecdotal records.
		State Program Model (Select all model(s) that apply)	Dual Language; ESL (English as a Second Language)
		What Literacy Program would most benefit your English Learners for a smooth transition to English?	K-2nd all English Literacy Program with Content and Language Supports for English Learners
		What are the program goals and outcomes for your English Learners in Grades K-2nd?	Maximizing Comprehension: Staff use techniques like oral translation of core commands, chunking complex instructions into single steps, and heavy reliance on visuals and physical modeling (Total Physical Response, or TPR) to ensure students understand the lessons demands regardless of their English proficiency level.
		Which grade levels currently receive Spanish instruction? (select all that apply)	Kindergarten; 1st - 2nd; 3rd - 4th; 5th - 6th
Renaissance Learning Licenses	Optional Licenses Available	Accelerated Reader (AR) Licenses: min 240	Null

Program Details - Cutler Orosi Joint Unified - Golden Valley Elementary - 999008149			
Renaissance Learning Licenses	Optional Licenses Available	myON Licenses: min 100	Null
	Renaissance Learning Licenses	Are you a New or a Renewal/Active Renaissance Learning Site	New RL Site
		Do you require Renaissance Smart Start Product Training (included with purchase)	Yes
		Technology Specialist Name | Email | Phone	Jonatha Lewisjonlewis@cojusd.org559-528-4763 ext 1414
	Renaissance Learning notes	Additional Renaissance Learning Licenses Notes & Comments	COJUSD currently has a district license for STAR Reading and Accelerated Reader.
	Required Licenses with Save the Children Literacy programs	Star Early Learning (SEL) Licenses: min 100	Null
		Star Reading (SR) Licenses: min 100	Null
	Required Licenses with Save the Children Math programs	Star Math (SM) Licenses: min 100	100

PLAN REPORT

Save the Children

Primary Funding Opportunity	Implementation State	Status	Name
PY26	California	Application - Approved	Palm Elementary - PY26

Program Year			
Fiscal Agent	Cutler Orosi Joint Unified	**Site**	Palm Elementary
Analysis Code	999008151	**Approved**	12/12/2025

Project Details

Total Project Cost	$76,579.00	**Start Date**	12/1/2025
Amount Requested	$76,579.34	**End Date**	6/30/2026
Cost Share	Null Null	**Last Amendment Date**	

Project Description

This initiative is a collaborative effort between Save the Children and the COJUSD After School Education and Safety (ASES) Program to deliver high-quality, targeted academic support. Leveraging Save the Children's evidence-based curricula and early learning expertise, combined with COJUSD ASES's commitment to enriching after-school experiences, this project aims to create a sustained, engaging, and supportive environment that addresses critical learning gaps in foundational mathematics for the community's youngest learners.

Project Roles

Applicant	Jayboy Camaquin
Primary Contact	Mr. Jorge Martinez
Finance Contact	Mrs. Erika Guardado

Program Selection

Strategic Alignment	Program	Components
Grade Level Proficiency	Afterschool	Family Engagement | Healthy Choices | Math | Afterschool
	Renaissance Learning Licenses	Star Math | Renaissance Learning Licenses

Program Details - Cutler Orosi Joint Unified - Palm Elementary - 999008151

Afterschool	Program Budget	Other	$7,500.01
		Personnel	$69,079.33
		Total	$76,579.34
	Afterschool notes	Afterschool program notes and comments	Although Palm School does not offer a Dual Language Spanish program, the school ensures daily support for English Learners (ELs) through integrated and Designated ELD instruction daily.
	Afterschool Program Details	Afterschool Days of Operation (select all that apply)	Monday; Tuesday; Wednesday; Thursday
		Afterschool End Date	6/30/2026
		Afterschool Start Date	12/1/2025
		Afterschool grades you plan to serve (select all that apply)	Kindergarten; 1st; 2nd
		Afterschool programming will deviate from Program Standards	No
		Are you a New Afterschool Save the Children Partner or a Renewal/Active Afterschool Save the Children Partner	New Afterschool Save the Children Partner - The primary goal of this program is to significantly enhance the mathematical skills and readiness of participating students, ensuring they develop strong number sense and early algebraic thinking necessary for future academic success. Furthermore, the program seeks to foster a positive dispositio toward mathematics through engaging, hands-on learning experiences. The program is specifically designed to serve 60 students across the TK, Kindergarten, First Grade, and Second Grade levels (TK-2). This age group is crucial for establishing cognitive and acad..
		Does your site currently provide Spanish language instruction or use Spanish-language curriculum materials?	No
		Is the Save the Children Program at this site funded by a 21st Century Grant?	No

Program Details - Cutler Orosi Joint Unified - Palm Elementary - 999008151

Afterschool	Afterschool Program Details	Is your site also running Save the Children In-School Programming in PY26?	No
	Assessment Tools	How frequently are these assessments administered?	Beginning/middle/end of year - Administration: Students will take the computer-adaptive test (CAT) at the beginning of the program (Pre-Test) and again at the conclusion of the academic year or session (Post-Test). Its adaptive nature ensures the test remains challenging but accessible, accurately measuring student knowledge regardless of grade level. Growth Measurement: The assessment provides a Scaled Score (SS) and Student Growth Percentile (SGP), which allows the COJUSD ASES program to quantify the growth achiev..
		Optional: Please briefly describe how assessment data is currently used to inform instruction at your school	Beyond simple scores, STAR Math generates diagnostic reports, including the Instructional Planning Report and Domain Scores. These reports break down student performance by specific math skills and Common Core State Standards (CCSS) domains (e.g., Counting and Cardinality, Operations and Algebraic Thinking). The Afterschool Recreational and Enrichment Aide Lead and supporting staff will utilize these detailed reports during data review sessions. This data directly informs:Identifying specific areas where the 60 students, or small groups within the cohort, need focused instruction. Gui..
		Please indicate which universal screening/assessment tools your school currently uses to measure student progress in Literacy and/or Math. (Select all that apply)	Renaissance STAR - Renaissance STAR Math is a computer-adaptive assessment program utilized to provide objective, standardized data on students mathematical achievement and growth. Within the Foundational Math Success Initiative, it serves as the cornerstone of the programs data collection strategy, offering a precise, reliable measure of academic progress for the 60 participating TK-2 students.
Renaissance Learning Licenses	Optional Licenses Available	Accelerated Reader (AR) Licenses: min 240	Null
		myON Licenses: min 100	Null
	Renaissance Learning Licenses	Are you a New or a Renewal/Active Renaissance Learning Site	New RL Site
		Do you require Renaissance Smart Start Product Training (included with purchase)	Yes
		Technology Specialist Name | Email | Phone	Jonathan Lewisjonlewis@cojusd.org559-528-4763 ext 1414
	Renaissance Learning notes	Additional Renaissance Learning Licenses Notes & Comments	COJUSD currently h district license for STAR Reading and Accelerated Reader.
	Required Licenses with Save the Children Literacy programs	tar Early Learning (SEL) Licenses: min 100	Null
		Star Reading (SR) Licenses: min 100	Null

Program Details - Cutler Orosi Joint Unified - Palm Elementary - 999008151			
Renaissance Learning Licenses	Required Licenses with Save the Children Math programs	Star Math (SM) Licenses: min 100	100

PY25	Save The Children	School Population	600		
Site	Cutler Elementary School	estimated daily attendance	In School	After School	ESSS
Fiscal	Cutler Orosi Joint Unified		0	60	0
State	California	Cost per child	#DIV/0!	1276.322225	#DIV/0!
Period From:	7/1/2025				
Period To:	6/30/2026				

II.

Partner Budget					
After School Education	Total Budget	STC	Cost Share	Cost Share	Variance
Personnel Cost					
Certified Staff	$0.00	$0.00	$0.00		
Classified Staff	$38,448.00	$38,448.00	$0.00	Extended School Services	
Fringe	$30,631.33	$30,631.33	$0.00	Extended School Services	
Total After School Literacy Personnel Cost	$69,079.33	$69,079.33	$0.00		
Program Cost					
Books	$0.00	$0.00	$0.00		
Materials and Equipment	$7,500.00	$7,500.00	$0.00	USDA	
Training, Travel, and Transportation	$0.00	$0.00	$0.00		
Other	$0.00	$0.00	$0.00		
Total After School Literacy Program Cost	$7,500.00	$7,500.00	$0.00		
Total After School Cost	$76,579.33	$76,579.33	$0.00		$0.00
Total Budget	$76,579	$76,579	$0		$0.00

Budget Narrative

The following budget narrative describes the total funds necessary
to support programs at **Cutler Elementary**
by **7/1/2025** through **6/30/2026** over the period of

II. *AFTER-SCHOOL EDUCATION*

		#	%	annual salary	Save the Children:	Cost Share:
Certified Staff						
	@				$ -	
	@				$ -	
		#	per hour	# hours/ day	# days/ year	
	@					$ -
	@					$ -
				Total Certified Staff:	$ -	$ -
Classified staff:		#	%	annual salary	Save the Children:	Cost Share:
	@				$ -	$ -
	@				$ -	
		#	per hour	# hours/ day	# days/ year	
Program Coordinator	@	1	$ 24.00	8	89	$ 17,088.00
Math Tutor 1	@	1	$ 20.00	4	89	$ 7,120.00
Math Tutor 2	@	1	$ 20.00	4	89	$ 7,120.00
Spanis Tutor	@	1	$ 20.00	4	89	$ 7,120.00
				Total Classified Staff:	$ 38,448.00	$ -

Fringe:		% of salaries	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff	@		$ -	$ -	$ -	$ -
Classified Staff	@	80%	$ 38,448.00	$ -	$ 30,631.33	$ -
			Total Fringe:		$ 30,631.33	$ -

Books	#	Total Cost	Save the Children:	Cost Share:
			$ -	
			$ -	
		Total Books	$ -	$ -

Materials and Equipment

Materials and Supplies		Total Cost	Save the Children:	Cost Share:
Materials and Supplies		$ 1,500.00	$ 1,500.00	
Math (2 kits)		$ 5,000.00	$ 5,000.00	
Family Engagement		$ 1,000.00	$ 1,000.00	
			$ -	
Snacks	# kids	Cost/ child/ day	# Days	
				$ -
Technology				
Laptop			$ -	
Printer			$ -	
			$ -	
		Total Materials	$ 7,500.00	$ -

Training, Travel, and Transportation

Training and Travel						
Mileage		#	Cost per mile	Total miles/ mo	# months	Save the Children: / Cost Share:
	@					$ -
	@					$ -
Other				#	Cost	
						$ -
						$ -
Transportation						
Fuel Cost		Buses	Cost/ mi	Total miles/ mo	# months	
						$ -
						$ -
Gift Cards / Gas Vouchers			Cost/ Voucher	# students/ cohort	# weeks	
						$ -
						$ -
				Total Travel		$ - $ -

Other					
Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share:
	$ 76,579.33		$ -	$ -	
			Total Other	$ -	$ -

	Save the Children:	Cost Share:
TOTAL AFTER-SCHOOL	$ 76,579.33	$ -

	Save the Children:	Cost Share:
TOTAL Budget	$76,579.33	$0.00

PY25	Save The Children	School Population	584		
Site	Golden Valley Elementary	estimated daily attendance	In School	After School	ESSS
Fiscal	Cutler Orosi Joint Unified			60	50
State	California	Cost per child	#DIV/0!	1276.322225	$0.00
Period From:	7/1/2025				
Period To:	6/30/2026				

II.

Partner Budget					
After School Education	**Total Budget**	**STC**	**Cost Share**	**Cost Share**	**Variance**
Personnel Cost					
Certified Staff	$0.00	$0.00	$0.00		
Classified Staff	$38,448.00	$38,448.00	$0.00	Extended School Services	
Fringe	$30,631.33	$30,631.33	$0.00	Extended School Services	
Total After School Literacy Personnel Cost	**$69,079.33**	**$69,079.33**	**$0.00**		
Program Cost					
Books	$0.00	$0.00	$0.00		
Materials and Equipment	$7,500.00	$7,500.00	$0.00	USDA	
Training, Travel, and Transportation	$0.00	$0.00	$0.00		
Other	$0.00	$0.00	$0.00		
Total After School Literacy Program Cost	**$7,500.00**	**$7,500.00**	**$0.00**		
Total After School Cost	**$76,579.33**	**$76,579.33**	**$0.00**		**$0.00**
Total Budget	$76,579	$76,579	$0		**$0.00**

Budget Narrative

The following budget narrative describes the total funds necessary
to support programs at **Golden Valley Elementary**
by **7/1/2025** through **6/30/2026** over the period of

II. AFTER-SCHOOL EDUCATION

Certified Staff

	#	%	annual salary	Save the Children:	Cost Share
			Total Certified Staff:	$ -	$ -

Classified staff:

		#	%	annual salary	Save the Children:	Cost Share
	@				$ -	$ -
	@				$ -	

		#	per hour	# hours/ day	# days/ year	Save the Children:	Cost Share
Program Coordinator	@	1	$ 24.00	8	89	$ 17,088.00	
Math Tutor 1	@	1	$ 20.00	4	89	$ 7,120.00	
Math Tutor 2	@	1	$ 20.00	4	89	$ 7,120.00	
Sparks Tutor	@	1	$ 20.00	4	89	$ 7,120.00	
				Total Classified Staff:		$ 38,448.00	$ -

Fringe:

		% of salaries	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share
Certified Staff	@		$ -	$ -	$ -	$ -
Classified Staff	@	80%	$ 38,448.00	$ -	$ 30,631.33	$ -
			Total Fringe:		$ 30,631.33	$ -

Books

	#	Total Cost	Save the Children:	Cost Share
			$ -	
			$ -	
		Total Books	$ -	$ -

Materials and Equipment

Materials and Supplies

Materials and Supplies	Total Cost	Save the Children:	Cost Share
Materials and Supplies	$ 1,500.00	$ 1,500.00	
Math (2 kits)	$ 5,000.00	$ 5,000.00	
Family Engagement	$ 1,000.00	$ 1,000.00	
		$ -	

Snacks

	# kids	Cost/ child/ day	# Days		
				$ -	

Technology

Laptop		$ -	
Printer		$ -	
		$ -	
	Total Materials	$ 7,500.00	$ -

Training, Travel, and Transportation

Training and Travel

Mileage

	#	Cost per mile	Total miles/ mo	# months	Save the Children:	Cost Share
@					$ -	
@					$ -	

Other

	#	Cost		
			$ -	
			$ -	

Transportation

Fuel Cost

	Base	Cost/ mi	Total miles/ mo	# months		
					$ -	
					$ -	

OR

Gas Vouchers

	Cost/ Voucher	# students/ wk	# weeks		
				$ -	
				$ -	
	Total Travel			$ -	$ -

Other

Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share
	$ 76,579.33		$ -	$ -	
	Total Other			$ -	$ -

	Save the Children:	Cost Share:
TOTAL AFTER-SCHOOL	*$ 76,579.33*	*$ -*

	Save the Children:	Cost Share:
TOTAL Budget	$76,579.33	$0.00

PY25	Save The Children	School Population	565		
Site	Palm Elementary School	estimated daily attendance	In School	After School	ESSS
Fiscal	Cutler Orosi Joint Unified		0	60	0
State	California	Cost per child	#DIV/0!	1270.322225	#DIV/0!
Period From:	7/1/2025				
Period To:	6/30/2026				

II.

Partner Budget After School Education	Total Budget	STC	Cost Share	Cost Share	Variance
Personnel Cost					
Certified Staff	$0.00	$0.00	$0.00		
Classified Staff	$38,448.00	$38,448.00	$0.00	Extended School Services	
Fringe	$30,631.33	$30,631.33	$0.00	Extended School Services	
Total After School Literacy Personnel Cost	**$69,079.33**	**$69,079.33**	**$0.00**		
Program Cost					
Books	$0.00	$0.00	$0.00		
Materials and Equipment	$7,500.00	$7,500.00	$0.00	USDA	
Training, Travel, and Transportation	$0.00	$0.00	$0.00		
Other	$0.00	$0.00	$0.00		
Total After School Literacy Program Cost	**$7,500.00**	**$7,500.00**	**$0.00**		
Total After School Cost	**$76,579.33**	**$76,579.33**	**$0.00**		**$0.00**
Total Budget	**$76,579**	**$76,579**	**$0**		**$0.00**

Budget Narrative

The following budget narrative describes the total funds necessary
to support programs at **Palm Elementary**
by **7/1/2025** through **6/30/2026** over the period of

II. AFTER-SCHOOL EDUCATION

Certified Staff

	#	%	annual salary	Save the Children:	Cost Share:
				$ -	
				$ -	

	#	per hour	# hours/ day	# days/ year		
					$ -	
					$ -	
Total Certified Staff:					$ -	$ -

Classified staff:

	#	%	annual salary	Save the Children:	Cost Share:
				$ -	$ -
				$ -	

	#	per hour	# hours/ day	# days/ year		
Program Coordinator	1	$ 24.00	8	89	$ 17,088.00	
Math Tutor 1	1	$ 20.00	4	89	$ 7,120.00	
Math Tutor 2	1	$ 20.00	4	89	$ 7,120.00	
Sparks Tutor	1	$ 20.00	4	89	$ 7,120.00	
Total Classified Staff:					$ 38,448.00	$ -

Fringe:

	% of salaries	Total Salaries	Cost Share Salaries	Save the Children:	Cost Share:
Certified Staff		$ -	$ -	$ -	$ -
Classified Staff	80%	$ 38,448.00	$ -	$ 30,631.33	$ -
Total Fringe:				$ 30,631.33	$ -

Books

	#	Total Cost	Save the Children:	Cost Share:
			$ -	
			$ -	
Total Books			$ -	$ -

Materials and Equipment

Materials and Supplies

	Total Cost	Save the Children:	Cost Share:
Materials and Supplies	$ 1,500.00	$ 1,500.00	
Math (2 kits)	$ 5,000.00	$ 5,000.00	
Family Engagement	$ 1,000.00	$ 1,000.00	
		$ -	

Snacks	# days	Cost/ child/ day	# Days		
				$ -	

Technology

Laptop		$ -	
Printer		$ -	
		$ -	
Total Materials		$ 7,500.00	$ -

Training, Travel, and Transportation

Training and Travel

Mileage	#	Cost per mile	Total miles/ mo	# months	Save the Children:	Cost Share:
					$ -	
					$ -	

Other	#	Cost		
			$ -	
			$ -	

Transportation

Fuel Cost	Bus Cost/ mi	Total miles/ mo	# Months		
				$ -	
				$ -	

OR

Bus vouchers	Cost/ Voucher	# students/ wk	# weeks		
				$ -	
				$ -	
Total Travel				$ -	$ -

Other

Other Costs - if approved	Direct Total	%	Total Cost	Save the Children:	Cost Share:
	$ 76,579.33		$ -	$ -	
Total Other				$ -	$ -

	Save the Children:	Cost Share:
TOTAL AFTER-SCHOOL	***$ 76,579.33***	$ -

	Save the Children:	Cost Share:
TOTAL Budget	$76,579.33	$0.00

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Policy Title	Safeguarding and Counter-Human Trafficking Policy
Version No.	SG-01
Effective Date	3/25/2024
Summary	This Policy describes Save the Children's commitments to safeguarding children and adults in the communities we serve and to preventing Human Trafficking, including standards of conduct applicable to all Representatives.
Implementing Procedures	Safeguarding and Counter-Human Trafficking Procedures
Approver	Senior Leadership Team
Policy Owner	General Counsel
Point of Contact	Managing Director of Safeguarding
Applicability	☒ Save the Children Federation, Inc. ☒ SCUS Head Start ☒ Save the Children Action Network ☒ Other: Sub-awardees, vendors, suppliers, consultants, and others with whom we provide assets in exchange for services or products (collectively, "Partners")
Legal / Compliance Requirements or Other Standards	USAID ADS 303 Mandatory Standard Provisions on Trafficking in Persons (July 2015), and Safeguarding Against Exploitation, Sexual Abuse, Child Abuse, And Child Neglect (October 2023), Inter-Agency Standing Committee (IASC) Six Core Principles Relating to Sexual Exploitation and Abuse
Applicable Code of Ethics Principle	Principal 1 – Safeguarding is at the core of every decision that we make. Principal 5 – We raise our concerns, even if we are not sure something bad has happened

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Purpose

This Policy, together with the Save the Children Code of Ethics and the Save the Children Global Child Safeguarding Protocol set out the commitments of Save the Children Federation, Inc., Save the Children Action Network, and SCUS Head Start Programs (collectively "SCUS") to safeguarding and are fundamental to our mission and values.

Safeguarding is how we make SCUS *safe* for the children and adults who live in the communities where we operate. It refers to our individual and collective responsibility to prevent and respond to actions and omissions by our Representatives, whether deliberate or inadvertent, that place children and adults in the communities that we serve at risk of any kind of harm, abuse, or exploitation, including Human Trafficking.

Scope

This Policy is intended to cover all aspects of SCUS' activities. It applies to all SCUS Representatives (including employees, volunteers, interns, consultants, and Trustees), as well as SCUS Partners and Program Visitors.

SCUS Representatives must demonstrate the highest standards of behavior and conduct, both in their private and professional lives, 24 hours a day, and 7 days a week. When traveling to other countries, SCUS Representatives will also follow the applicable policies of Save the Children International or other Save the Children Association Members.

The Policy applies to Program Visitors while visiting SCUS Programs or attending SCUS events.

SCUS' Sub-awardees will be required to comply with this Policy or their own substantially similar policy when implementing part of a SCUS program. Other Partners will also be required to comply as per donor conditions and when provided with access to SCUS program participants or their data.

Policy Statement(s)

Upholding Our Legal Duties and Children's Rights

SCUS will comply with all applicable laws and donor requirements concerning child protection, child welfare, nondiscrimination, human trafficking, and the prevention of sexual exploitation and abuse. In addition, we affirm our commitment to the Inter-Agency Standing Committee's Six Core Principles on Protection from Sexual Exploitation and Abuse, the Save the Children Global Child Safeguarding Protocol , and the Save the Children Disability Inclusion Policy. Where the SCUS Safeguarding Policy standard is higher than the applicable law, the SCUS' Policy shall be followed.

SCUS is committed to giving primary consideration to the best interests of children and children's rights in all actions we take related to preventing and responding to safeguarding violations. These rights include the child's right to life and development, the

child's right to be heard/participate, and the child's right to non-discrimination as set forth in the United Nations Convention on the Rights of the Child. SCUS recognizes that certain individuals are at increased safeguarding risk, including children with disabilities, and we will take additional care to ensure that we protect their rights.

Behavioral Guidelines and Prohibited Conduct

SCUS Representatives and Program Visitors will review and adhere to the Safeguarding Behavioral and Conduct Guidelines in all their interactions with children and adults, including program participants and community members. Consistent with these materials, **SCUS prohibits all forms of Abuse, Exploitation, Human Trafficking, and Discrimination against child and adult program participants and community members**, including, without limitation, the following:

- Physical Abuse, Emotional Abuse, or Neglect of children.
- Engaging in any form of sexual activity with anyone under the age of 18 regardless of the age of consent locally. This includes grooming a child for sexual purposes. Ignorance or mistaken belief in the age of a child is not a defense.
- Engaging in sexual activity with an adult program participant or the caretaker of a child program participant, except in the circumstance that such relationship predates one or both parties' involvement with SCUS. Representatives are required to disclose any pre-existing relationships to their line manager.
- Exchanging money, employment, goods, or services for any form of sexual activity, including sexual favors or other forms of humiliating, degrading, or exploitative behavior. This includes exchanging assistance that is due to people participating in, or eligible for, SCUS Programs or buying or procuring sex acts from anyone at any time even when commercial sex transactions would be legal in the jurisdiction where they would occur.
- Engaging or attempting to engage in any form of sexual abuse or sexual harassment toward any program participants and community members, including any child or adult.
- The use of forced labor or engaging anyone under the age of 18 in any form of illegal or harmful child labor.
- The recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of any activity prohibited by this policy.
- Destroying, concealing, confiscating, or otherwise denying access by an employee to the employee's identity or immigration documents or engaging in other activities that contribute to Human Trafficking.
- Discriminating against program participants or community members, including any child or adult, on any basis, including but not limited to race, ethnicity, religion, sex, sexual orientation, gender identity, disability, or any other basis prohibited by federal, state, or local law.

See Annex 1 for definitions for the prohibited behaviors outlined above and Annex 3 for additional detail on activities that contribute to Human Trafficking.

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Essential Standards
Per the standards set out in the Save the Children Global Child Safeguarding Protocol, SCUS will adopt, maintain, and adhere to agency-wide procedures with respect to awareness and training of staff, prevention, reporting, and incident response. The People & Culture Division shall also maintain appropriate policies, procedures, and practices to combat human trafficking as set out in Annex 3. In addition, SCUS Divisions may develop internal procedures and guidance to address safeguarding-related risks in their areas of responsibility, so long as they are consistent with this Policy and its associated procedures and guidance.

To ensure that safeguarding considerations are always prioritized, if any other agency Policy or Procedure appears to conflict with this Policy, this Policy shall prevail.

Reporting and Incident Response
All SCUS Representatives and Visitors must report concerns, suspicions, and known violations of this Policy or its Procedures - no matter how trivial the issue may seem - within 24 hours of becoming aware of the concern. Reports may be made anonymously. Reporting pathways include:

- **By phone:** (844) 287-1892
- **Online:** SavetheChildren.EthicsPoint.com
- **By email:** safeguardingscus@savechildren.org or hotline@savechildren.org
- **In person:** Speak with your manager, HR Business Partner, or a safeguarding practitioner. Managers, HR Business Partners, and safeguarding practitioners are required to report all allegations of Safeguarding policy violations disclosed to them to EthicsPoint within 24 hours.
- **International programs:** Employees traveling to international programs are required to report concerns via Datix or to the local Safeguarding Focal Point. Upon return from travel, employees must inform the SCUS National Safeguarding Team of any concerns, suspicions, or known incidents that have been reported.

Where Partners have safeguarding reporting requirements under their agreements with SCUS, they must also report concerns, suspicions, and known violations of this Policy through the channels noted above.

Representatives and Visitors reporting concerns or complaints will be protected from any form of retaliation or negative employment consequences, per Save the Children's Reporting and Resolving Policy Violations or Other Concerns Policy. Failure to report and/or knowingly reporting false information will be considered a breach of this Policy and may result in disciplinary action.

Information concerning suspected or reported safeguarding incidents should be treated as Confidential as defined in the Data and Information Classification Policy. Personal details concerning individuals involved in safeguarding incidents is Sensitive Personal

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Information, as defined in the Personal Information Protection Policies. The collection and use of this information is governed by the relevant provisions of those policies.

All safeguarding concerns, suspicions, and incidents as well as any potential violations of this Policy will be thoroughly examined and where needed, investigated by SCUS' National Safeguarding Team. Where a Representative leaves SCUS prior to the commencement or completion of a safeguarding investigation and any subsequent disciplinary process, the process will continue, and a clear outcome will be recorded.

Ensuring a Survivor-Centered Approach
SCUS is committed to safeguarding approaches that put survivors at the heart of this Policy and related Guidance or Procedures. This means that the safety, dignity, and well-being of the survivor are the primary considerations in all steps SCUS takes to prevent and respond to concerns of safeguarding policy violations. Survivors have the right to decide whether they wish to be involved in any investigation. If desired, and with the informed Consent or Assent of the survivor, survivors will be referred to support services, which may include but are not limited to medical, psychosocial, and legal assistance. Support will be provided to survivors of safeguarding policy violations regardless of status or outcome of an investigation, including when a survivor does not wish to participate in an investigation.

Zero-Tolerance
SCUS has a zero-tolerance approach to Abuse, Exploitation, Human Trafficking, Harassment, and Discrimination against program participants and community members by any of our Representatives. Failure to adhere to the requirements set out in this Policy is a serious disciplinary breach and will result in disciplinary action up to and including termination of employment.

For Partners, violation of this Policy or their own substantially equivalent policy, failure to comply with contractual reporting requirements, and failure to take appropriate corrective action may result in suspension or immediate termination of the agreement and may also result in the party being deemed ineligible for future agreements with SCUS.

Exception Approval Procedure

Procedure/ Action	Action Owner
Exceptions to this policy requires written approval by the Vice President, General Counsel	Person seeking exception to policy
File and retain exception approval	General Counsel

Version Control

Version number	Version Date	Revisions made

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SG-01	3/25/2024	New comprehensive Policy which includes PSEA, Adult Safeguarding, and Human Trafficking
CS-01.7	12/15/2021	Updates to match new titling structure
CS-01.6	10/01/2020	Revisions of existing Child Safeguarding Policy
CS-01.5	02/01/2019	Revision of existing Child Safeguarding Policy
CS-01.4	04/12/2017	Updated format
CS-01.3	07/25/2016	Revision of existing Child Safety Policy

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Annex 1 – Definitions

Term/Acronym	Definition
Assent	Assent is the expressed willingness or agreement of the child that is unable to give informed consent due to their age or maturity.
Child	Anyone under 18 years of age.
Best interest of the child	A commitment to ensuring that the child's wellbeing and interests are always the primary priority.
Child Abuse	Anything which individuals, institutions or processes do or fail to do which directly or indirectly harms children or damages their prospect of safe and healthy development into adulthood. Abuse may occur through direct contact, online or without the knowledge of the child. Child Abuse includes Physical Abuse, Emotional Abuse, Neglect, Sexual Exploitation & Abuse, and Exploitation.
Child Labor	Work that deprives children of their childhood, their potential, and their dignity, and that is harmful to physical and mental development. It includes work that is illegal, is mentally, physically, socially, or morally dangerous and harmful to children, or interferes with their schooling by: • depriving them of the opportunity to attend school; • obliging them to leave school prematurely; or • requiring them to attempt to combine school attendance with excessively long and heavy work.
Child Protection	Our programmatic area of work aimed at protecting children from all forms of abuse and exploitation in all regions of the world.
Child Welfare	Making the community safe for children. It refers to risks that are *external* to SCUS programs/operations. Child Welfare matters are required by law or local norms to be reported to local authorities, which may include familial, communal, or institutional child abuse allegations.
Children with disabilities	Children who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.
Consent	Informed consent is an ongoing agreement which is freely given based upon a clear appreciation and understanding of the facts, implications, and future consequences of an action.
Discrimination	The treatment of one individual differently than another because of that individual's membership in, or affiliation with, a protected category, or that of the individual's relatives, friends, or associates.

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	Protected categories can be found in SCUS' Policy and Procedures Regarding Discrimination, Harassment and Workplace Culture.
Emotional Abuse	Harm to a child's emotional, intellectual, mental, or psychological development. This may occur as an isolated event or on an ongoing basis. Emotional abuse includes but is not limited to any humiliating or degrading treatment, failure to meet a child's emotional needs, and rejecting, ignoring, terrorizing, isolating, or confining a child.
Exploitation	An umbrella term used to describe the abuse of children and adults who are forced, tricked, coerced, or trafficked into exploitative activities. Exploitation includes modern slavery and trafficking and children forced or recruited into armed conflict. *Sexual Exploitation definition can be found below.*
Grooming	Behavior that makes it easier for an offender to procure a child or vulnerable adult for sexual activity. It often involves the act of building the trust of children and/or their carers or a vulnerable adult, to gain access to them to sexually abuse them. Grooming may occur in person or online.
Harassment	For the purposes of this policy, harassment of program participants and community members is conduct that denigrates or shows hostility or aversion toward an individual because of that person's membership in, or affiliation with, a protected category, or that of the individual's relatives, friends, or associates, and that has the purpose or effect of creating an intimidating, degrading, humiliating, hostile or offensive environment. *Sexual Harassment definition can be found below.*
Human Trafficking	The recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation includes, at a minimum, the exploitation or the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery, or practices similar to slavery, servitude or the removal of organs.

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	The definition of human trafficking also includes bonded labor, debt bondage, involuntary domestic servitude, child labor, the recruitment and deployment of child soldiers, and child sex trafficking.
Neglect	Failure to meet a child's basic physical and/or psychological needs either deliberately or through negligence.
Partner	Sub-awardees, vendors, suppliers, consultants, and others with whom we provide assets in exchange for services or products.
Physical Abuse	Non-accidental use of physical force that inadvertently or deliberately causes a risk of or actual injury or suffering to a child.
Program Participant	Individuals or communities who receive direct or indirect assistance from SCUS' activities, including but not limited to our campaigns, event, fundraising, and programming. Program participants include the caretakers of children that we support.
Program Visitors	Any non-employee, non-Representative invited to visit programs or partake in an event or activity sponsored by SCUS.
Safeguarding	How we make SCUS *safe* for the children and adults who live in the communities where we operate. It refers to our individual and collective responsibility to prevent and respond to actions and omissions by our Representatives, whether deliberate or inadvertent, that place children and adults in the communities that we serve at risk of any kind of harm, abuse, or exploitation, including Human Trafficking.
Safeguarding Practitioners	SCUS staff with dedicated safeguarding responsibilities including the National Safeguarding Team, Safeguarding Focal Points, and Safeguarding Advisors.
SCUS Representatives	Employees, volunteers, interns, consultants, and Trustees/Board Members of SCUS.
Sensitive Personal Information ("Sensitive PI")	Sensitive PI includes certain types of information that relates to an identified or identifiable Data Subject that require additional security safeguards and other types of information that SCUS considers to be sensitive.
Sexual Abuse	The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. It includes all forms of sexual violence and coercion, sexual solicitation, manipulation, or trickery. Any sexual activity with children (persons under the age of 18) is considered sexual abuse.
Sexual Exploitation	Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but

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	not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another.
Sexual Favors	Any sexual or sexualised acts, in exchange for something such as money, goods, services, opportunities and so on. Also includes demands for inappropriate photographs, filming, and exposure to pornography and so on.
Sexual Harassment	Unwelcome conduct of a sexual nature, which has the purpose, or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating, or offensive environment. Such conduct may take place on a single occasion or on several occasions.
Sub-awardees	An entity that receives a sub-award from SCUS to carry out part of a SCUS program or activity.
Survivor	The term "survivor" is used to describe a person who has experienced some form of violence, abuse, or another form of misconduct.
Survivor-Centered Approach	A survivor-centered approach is one for which the survivor's dignity, experiences, considerations, needs, and resiliencies are placed at the center of every step we take in responding to safeguarding concerns.
Zero Tolerance	Zero tolerance refers to the principle that every allegation is taken seriously and acted upon in line with SCUS established procedures for responding to safeguarding concerns as outlined in this Policy.

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Annex 2 – Safeguarding Policy Framework

In addition to this Safeguarding Policy, the Safeguarding Policy Framework sets out the 'key documents' that detail the organization's safeguarding commitments and practices so that they can be consistently incorporated and operationalized.

Key Documents	Description
Code of Ethics	The Code is the overarching policy of this Framework, outlining the Agency's Core Values and Key Principles, and linking these to workplace behaviors. The Code of Ethics emphasizes workforce expectations through five individual pledges focused on: Safeguarding; Reporting; Speaking with care, dignity, and integrity; Being a trusted voice; Upholding trust of supporters; and being a safe and supportive workplace.
Global Child Safeguarding Protocol	The Protocol ensures that SCI and each Member take all reasonable steps to make itself safe for children both as an organization and in the conduct of all aspects of its day-to-day operations of emergency, humanitarian, developmental, policy and campaigning work. The Protocol describes the standards that SCI and each Member are required to apply and monitor to ensure that any children who we come into contact with are respected and protected from abuse and sexual exploitation of any sort.
Safeguarding Behavior and Conduct Guidelines	The aim of this document is to help SCUS Representatives understand prohibited behaviors and preventative actions that relate to safeguarding and provides practical non-exhaustive list of examples of behaviors that would be considered conduct violations under key policies.
Safeguarding & Counter-Human Trafficking Procedures	These Procedures operationalize the Safeguarding & Counter-Human Trafficking Policy. The Procedures have been developed to align with the Global Child Safeguarding Protocol and outline key actions and responsibilities across all programming, operations, campaigns, and activities to ensure that SCUS is safe for children, their caregivers, and other adults in the communities in which we work.
Safeguarding Investigations & Case Management Procedures	This document sets out accountabilities and mandatory actions required during investigations and case management of safeguarding concerns.
Safeguarding Risk	While not a policy, the Safeguarding Risk Management Framework is an inter-departmental tool that identifies agency-level safeguarding risks,

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Management Framework	key mitigations and controls, and trainings, policies, and procedures for addressing these risks across programs and divisions.
Head Start Child Safeguarding Policy Notebook	These policies outline additional requirements for Head Start Representatives to ensure that Head Start programs are delivered safely for children and to ensure compliance with federal Head Start rules and regulations.

In addition, certain elements of Safeguarding awareness, prevention, reporting and responding framework are addressed in other Policies, including but not limited to:

Reporting and Resolving Policy Violations or Other Concerns	Reflecting the Core Values and Key Principles in the Code of Ethics, particularly the Reporting Pledge, this Policy outlines reporting procedures including contact information, a statement of confidentiality and anonymity for the reporting party, steps that are taken during an investigation, and a statement of non-retaliation.
Background Check and Employee Disclosure Policy	Statement of policy outlining SCUS policy on pre-employment/engagement background checks, re-check policy of current employees, and policy on disclosure of personal disclosure of criminal activity process.
Alcohol and Drugs Policy	Describes the Agency's policy with respect to illegal or recreational drugs and alcohol, including their use, possession, sale, or transfer while on or during the use of Agency property. The policy requires employees to report certain drug or alcohol-related criminal convictions and describes potential remedies for violation of the policy by employees.
Social Media Policy	This policy establishes employees' responsibilities regarding the use of personal and official SCUS Social Media accounts while employed by SCUS. This policy establishes good use practices that will protect the employee and SCUS from damaging our reputation and putting our work at risk.
Save the Children Disability Inclusion Policy	Our Policy for Disability Inclusion guides Save the Children to program, advocate, partner and organize with and for adults and children with disabilities to enjoy their rights and fundamental freedoms on an equal basis with others.
Personal Information Protection Policy	This Policy sets out the principles SCUS applies in handling and safeguarding Personal Information entrusted to SCUS and sets out the obligations of Staff in relation to Personal Information SCUS holds or Processes. Staff members each have a responsibility in securing and protecting the Personal Information in SCUS's care.

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Workplace Culture Policy	This policy sets forth the type of behavior that violates workplace culture, including discrimination and harassment, how employees can report that behavior, and the Agency's procedures for investigating and responding to that behavior.

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Annex 3 – Human Trafficking Prohibitions

The People and Culture Division shall adopt appropriate policies, procedures, and practices to combat trafficking persons, and the following activities shall be prohibited by SCUS:

- Use of forced labour.
- Destroying, concealing, confiscating, or otherwise denying access by an employee to the employee's identity or immigration documents, such as passports or drivers' licenses, regardless of issuing authority.
- Using misleading or fraudulent practices during the recruitment of employees or offering of employment, such as failing to disclose, in a format and language accessible to the worker, basic information or making material misrepresentations during the recruitment of employees regarding the key terms and conditions of employment, including wages and fringe benefits, the location of work, the living conditions, housing and associated costs (if employer or agent provided or arranged), any significant cost to be charged to the employee, and, if applicable, the hazardous nature of the work;
- Using recruiters that do not comply with local Labor laws of the country in which the recruiting takes place.
- Charging employees recruitment fees.
- Failing to provide return transportation or pay for the cost of return transportation upon the end of employment, for an employee who is not a national of the country in which the work is taking place and who was brought into that country for the purpose of working on a SCUS contract or subcontract;
- Providing or arranging housing that fails to meet the host country housing and safety standards; and
- Failing to provide an employment contract, recruiting agreement or other work document in writing where required by law in the language that the employee understands. If the employment requires the employee to relocate, the work document shall be provided to the employee at least five days prior to the employee relocating. The work document shall include, but not be limited to, details about work description, wages, prohibition on charging recruitment fees, work location(s), living accommodations and associated costs (if applicable), time off, roundtrip transportation arrangements, grievance process, and the content of applicable laws and regulations that prohibit trafficking in persons.

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Policies and Procedures Reference No.	BIG 7.3
Policy Title	Code of Ethics & Business Conduct
Category	Big 9 Policies
Author	Human Resources
Vice President with Oversight	Vice President, Legal and Risk Services
Approver	Senior Management Team
Purpose and Description	Save the Children's Code of Ethics and Business Conduct requires our employees and other representatives of our organization conduct Agency activities honestly, with integrity and good judgment, in compliance with all applicable laws and regulations, and in the best interests of the Agency and the children, families and communities we serve. The Code also contains specific requirements addressing financial transactions, conflicts of interest, beneficiary safety, gifts and gratuities, and confidentiality. The Code of Conduct contains Save the Children's expectation that those representing the organization will conduct themselves with honesty, integrity, and in compliance with all applicable legal and regulatory requirements.
Compliance Requirement	☐Statute: ☐Regulation: ☐Industry Standards: ☒Not Applicable
Audience	☒ SCUS ☒ All Head Start ☒ SCAN ☒ Interns, Fellows and Volunteers ☒ Board Members and Trustees ☒ Employee's Immediate Family Members

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	☒ Sub-awardees, partners, vendors, suppliers, consultants and others with whom we provide assets in exchange for services or products (collectively, "Partners")
Effective date	01/01/06
Revision date	12/15/20
Retirement Rationale	N/A

DEFINITION & ACRONYMS

None.

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POLICIES

Statement of Policy

Trustees, officers, employees, volunteers and other representatives of Save the Children US will acquaint themselves with the legal and ethical standards of conduct and restrictions applicable to their duties and responsibilities and will conduct themselves accordingly. Save the Children US trustees, officers, employees, volunteers and consultants are expected to observe the additional standards of personal and business ethics and conduct specified in this Policy and to conduct themselves in a manner that will not be an embarrassment or detriment to Save the Children.

Introduction

Save the Children's work is inspired by the vision of a world in which every child attains the right to survival, protection, development and participation. Our values – Accountability, Ambition, Collaboration, Creativity and Integrity – describe in broad terms the high standards to which we hold ourselves. We commonly identify ourselves as the world's leading independent organization for children.

When we act in a way that is consistent with our identity and standards, we build trust and strengthen our ability to deliver our mission for children successfully. When we fail to act according to our identity and standards, we risk the failure of our mission and damage to our reputation.

Building on our vision, identity and values, Save the Children US's Code of Ethics & Business Conduct represents our commitment to work for children with integrity, honesty and good judgment, and in the best interests of the Agency and the children, families and communities we serve. It requires that our conduct upholds the Agency's reputation, is respectful of the rights of others, and complies with all applicable laws, regulations and standards.

What's Inside?

Our Code of Ethics & Business Conduct contains the following sections, which describe specific requirements for Save the Children representatives.

Compliance with Law, Regulations and Standards
Financial Transactions/Records and Reports
Gifts and Gratuities
Conflicts of Interest
Beneficiary Safety and Protection Confidential and Proprietary Information
Reporting a Possible Violation

Each section starts with a "statement of practice" that states what the policy is, followed by additional information to help you understand how to apply the policy in practice. Our Code will not address every situation you may come across, but in the sections below you will find guidelines meant to help you make decisions consistent with Save the Children's vision, identity, and values. If you have

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questions about Save the Children's Code of Ethics & Business Conduct or would like guidance about a specific matter, speak to your supervisor or contact the Legal & Compliance, Finance, or Human Resources Departments for assistance.

I. Compliance with Law, Regulations and Standards

Statement of Practice: Employees and representatives will at all times comply with all prevailing and applicable laws, regulations and standards, in keeping with the highest legal and ethical principles.

As a representative of Save the Children, you must be familiar and comply with:

- The laws and regulations of the United States and the countries in which the Agency works;
- Save the Children's own policies and procedures; and
- Professional standards common to other charitable and non-governmental organizations.

If you have any questions about the laws, regulations and standards that apply to your work for Save the Children, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

II. Financial Transactions / Records and Reports

Statement of Practice: All financial transactions, records and reports will comply with donor requirements and applicable financial and accounting standards.

Save the Children has put in place a range of procedures and controls to ensure that all financial transactions comply with agency and legal requirements and applicable financial and accounting standards. The following are some examples:

- Record all financial transactions accurately and properly. No undisclosed or unrecorded funds or assets may be established or maintained for any purpose.
- Use only headquarters-approved bank accounts for payments and cash transactions.
- Do not take loans on behalf of Save the Children from local lending institutions or individuals without the prior written approval of the Vice President for Finance.
- Ensure that financial data submitted to donors, including governments, is accurate, complete, current and meets the requirements of the grant or contract.
- Do not make personal loans or personal advances to staff or consultants under any circumstances without the prior written approval of the Vice President for Finance.
- Account for and document travel advances within 30 days.
- In the case of compensation advances where staff business travel prohibits the normal receipt of funds, obtain two levels of written supervisory approval.

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If you have any questions about financial transactions, records and reports, speak to your supervisor or contact the Division of Finance for assistance.

III. Gifts and Gratuities

Statement of Practice: All gifts and gratuities, whether to be given or received, will comply with applicable laws, rules, regulations, agency policies, and local standards and customs and will not result in obligating either party.

In the United States and elsewhere, giving and receiving gifts is bound by a variety of rules, standards and customs, as well as good sense. In some cases, it may be OK to give or accept small gifts, donations, payments or favors, but be sure you understand all requirements and customs that may apply and have thought the matter through carefully.

The following gifts or payments are *not* acceptable under any circumstances:

- Political contributions made from Save the Children funds.
- Payments to anyone, including government officials, candidates for a political office, any political party or party official, or others whom you believe might pass that payment onward to any of these prohibited parties in order to obtain or retain business.
- Gifts, entertainment, favors, or reimbursement of expenses for employees (or the families of employees) of Save the Children by a supplier of Save the Children.

The following gifts or payments *may be* acceptable:

- Gifts with a value of less than $10 for Members of Congress or their staff, and meals and event invitations subject to the rules established by the U.S. House of Representatives and the U.S. Senate.
- Giving or receiving token gifts, entertainment, or meals in line with local customs and laws, that amount to less than $50 in value (or the equivalent in local currency), and do not obligate either party.
- Travel and participation in a business-related, group activity hosted by a supplier or customer representative, with the approval of your supervisor and next-level supervisor.

If you have any questions about a gift, payment or other transaction, speak to your supervisor or contact the Division of Legal & Risk Services for assistance.

IV. Conflicts of Interest

Statement of Practice: All conflicts of interest involving employees (or the families of employees) must be disclosed in writing to the employee's supervisor and next level supervisor, and the employee must not take part in decisions related to the transaction.

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What is a conflict of interest? Simply put, a conflict of interest occurs when your obligations to Save the Children can be influenced or compromised by competing personal or financial interests, commitments or loyalties. Save the Children seeks to avoid both the appearance of and any actual conflict of interest.

The following are some examples of conflicts of interest:

- When an employee or family member has a connection to, or significant financial interest in, another party which does or seeks to do business with Save the Children.
- When an employee engages in an independent business venture or works for another organization in a way that prevents the employee from devoting the time and effort to Save the Children required by his or her position.
- When an employee diverts a business opportunity of Save the Children to another person or organization.
- When an employee participates in an employment-related decision regarding a family member or other person with whom the employee has a close personal relationship.

Resolving Conflicts of Interest

Conflicts of interest arise in many contexts and do not necessarily mean the transaction cannot go forward. If you have a conflict of interest:

1. You must report it promptly and in writing to your supervisor and next level supervisor; and
2. You must not take part in decisions related to the transaction. (If you are in doubt about a potential conflict, speak with your supervisor.)

V. Beneficiary Safety and Protection

Statement of Practice: Employees and other representatives of Save the Children have a duty to treat the children, families and communities we serve with dignity and respect and to ensure their safety and protection.

In 2002 the Inter-Agency Standing Committee (IASC), an organization established to coordinate humanitarian assistance, established the following core principles for implementation by humanitarian organizations to ensure beneficiary safety and protection:

- Sexual exploitation and abuse by employees constitute acts of gross misconduct and are therefore grounds for termination of employment;
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense;

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- Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior, is prohibited. This includes exchange of assistance that is due to beneficiaries;
- Any sexual relationship between employees or anyone providing humanitarian assistance and protection and a person benefiting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work;
- Where an employee develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same aid agency or not, he or she must report such concerns via established agency reporting mechanisms; and
- Employees must create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of their Code of Conduct. Managers at all levels have a responsibility to support and develop systems that maintain this environment.

Employees must treat all beneficiaries with dignity and respect and be sensitive to actions that could be misunderstood or appear disrespectful or intrusive (for example, be sure to ask permission before taking a photo of an individual).

If you have any questions about beneficiary safety, speak to your supervisor or contact the Senior Director of child Safeguarding, the Legal & Risk Services Division, or the Human Resources Division for assistance.

VI. Confidential and Proprietary Information

Statement of Practice: Employees and other representatives of Save the Children will maintain and protect confidential and proprietary information from unauthorized disclosure to and use by any third party.

Save the Children possesses information (whether in written or electronic form, or communicated orally) that has been created, discovered and developed by the Agency, or has been disclosed to the Agency and/or to individuals working in the Agency under the obligation of confidentiality.

Confidential information includes:

- Trade secrets
- Donor lists
- Information concerning beneficiaries and programming
- Financial accounts and reports
- Projections
- Marketing or programmatic plans or strategies
- Software and computer programs
- Information concerning employees and their families (including salary, personnel and medical information)
- Confidential correspondence

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- Information about other organizations associated with the Agency's work

Proprietary information includes:

- Art work
- Photography

Save the Children employees and other individuals having access to Confidential and Proprietary Information are required, during and after employment with the Agency, to keep all such Confidential and Proprietary Information in strictest confidence.

Unauthorized disclosure or carelessness in the handling of Confidential and Proprietary Information may be grounds for discipline up to and including dismissal from employment and may also be grounds for legal action.

Confidential and Proprietary Information is specific information. This policy is not intended to prevent you from utilizing your general knowledge, intellect, experience and skills for gainful employment elsewhere if you are no longer working for Save the Children.

If you have any questions about the handling and protection of confidential and proprietary information, speak to your supervisor or contact the Human Resources, Finance, or Legal & Risk Services Division for assistance.

VII. Reporting a Possible Violation

Statement of Practice: Employees and other representatives of Save the Children will report promptly any possible violations of the Code of Ethics & Business Conduct or other Save the Children policy to their supervisor, their Vice President or to any of the Agency's central reporting channels. Save the Children will not tolerate any retaliation against or harassment of an employee who has reported a concern in good faith.

When misconduct occurs, it affects Save the Children's ability to achieve its mission for children. As an employee of our organization, you are required to report any concerns you have about possible violations of our Code of Ethics and Business Conduct or any other Agency policy. When you communicate a concern, you help the Agency prevent misconduct and contribute to an ethical culture at Save the Children.

Instructions for making a report are outlined in Save the Children's policy "Resolving Employee Grievances and Reporting Policy Violations."

Save the Children practices a zero-tolerance approach in connection with any form of retaliation against or harassment of an employee who has reported a concern in good faith. Retaliation and harassment will result in discipline against the harasser, up to and including discharge from employment.

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If you have any questions about our Code of Ethics and Business Conduct or procedures for reporting a concern, speak to your supervisor or contact the Legal & Risk Services, Finance, and/or Human Resources Divisions for assistance.

PROCEDURES

None.

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TRAINING REQUIREMENTS

Training Course	Frequency	Training moment
Code of Ethics & Business Conduct Online Training Module	Yearly	Within first 90 days of employment; yearly thereafter
New Employee Orientation Training	One-off	Within first 90 days of employment

MONITORING MECHANISMS

What are you monitoring?	Data source	Action Owner	Escalation levels	Frequency
Policy is being communicated to all new hires	Attendance confirmation at New Employee Orientation; Cornerstone	Associate Director, Employee Engagement	Vice President, Legal & Risk Services	One-off
Staff receipt acknowledgement in writing during onboarding	Code of Ethics & Business Conduct Acknowledgement	Coordinator, Human Resources	1)Human Resources Business Advisor 2)Vice President, Human Resources	One-off
Policies and procedures are reviewed at least every 3 years	Expiry date from the Policies and Procedures Library	Policies and Procedures Library Administrator	Vice President, Legal and Risk Services	Quarterly

EXCEPTION APPROVAL PROCEDURE

Procedure/ Action	Action Owner
None	N/A

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VERSION CONTROL

Version number	Version Date	Revisions made
6	12/15/20	Revised language re PSEA to comply with donor obligations
5	4/15/18	Revised language re child safeguarding
4	4/20/17	Revised format
3	2/24/16	Revised to new template; department/divisions updated
2	11/2/11	Unknown
1	1/1/06	Code of Ethics & Business Conduct Policy first created and approved

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Policy Title	Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty
Version No.	2.0
Effective Date	January 1, 2025
Summary	This policy and related procedures describe Save the Children US' zero tolerance approach to Fraud, Bribery, and Corruption and reinforces our commitment to the highest standards of corporate governance, fiduciary duty, responsibility, and ethical behavior.
Implementing Procedures	Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Procedures
Approver	☒ SLT - Save the Children Federation, Inc. ☒ SLT - SCUS Head Start ☐ SLT - Save the Children Action Network
Policy Owner	General Counsel
Point of Contact	Deputy General Counsel & Head of Ethics
Applicability	☒ Save the Children Federation, Inc. ☒ SCUS Head Start ☒ Save the Children Action Network ☒ Other: Sub-Awardees, partners, vendors with whom we provide assets in exchange for services or products (collectively, "Partners") by inclusion of applicable language in SCUS agreements and subawards.
Legal / Compliance Requirements or Other Standards	Statutes: Foreign Corrupt Practices Act, 15 U.S.C. §§78dd-1, et seq.; False Claims Act, 31 U.S.C. §§ 3729, et seq. Regulations: 48 C.F.R. § 9.4; 2 C.F.R. § 200.113 Industry Standards: USAID Fraud Prevention and Compliance Standards; Transparency International Handbook of Good Practices; Preventing Corruption in Humanitarian Operations Circumstances
Applicable Code of Ethics Principle	Principle 3: We Uphold The Trust Of The Children We Work With And Of Our Supporters To Act As Good Stewards of Resources Principle 5: We Raise Our Concerns, Even If We Are Not Sure Something Bad Has Happened

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Purpose

Save the Children Federation, Inc., Save the Children Action Network, and SCUS Head Start Programs, Inc. (collectively "Save the Children US") are committed to the highest standards of corporate governance, fiduciary responsibility, and ethical behavior. Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty go against our core values and the Key Principles of our Code of Ethics, diminish our impact for children, undermine the viability of our organization, and breach the trust placed in us by our donors.

Scope

This Policy applies to all Save the Children US Employees, Interns, Fellows, Volunteers (including Event Volunteers), and Temporary Staff (collectively "Staff"). Additionally, it applies to Save the Children US Trustees and Board Members, and to sub-awardees, partners, suppliers, consultants, and others with whom Save the Children US provides assets in exchange for goods or services (collectively, "Partners"). Collectively, all persons and/or entities covered by this Policy are referred to as "Save the Children US Representatives."

Policy Statement(s)

Zero Tolerance

Participating in fraud or corruption can result in serious criminal, civil, and reputational consequences for Save the Children US, for individual Staff, and for Save the Children US Representatives. Save the Children US has zero tolerance for Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty in its programs and operations.

Compliance with Applicable Laws and Regulations

Save the Children US complies with all applicable laws pertaining to Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty. In the event of any perceived difference between the requirements of this Policy and any legal requirement, Save the Children US should always act in accordance with the highest applicable standard.

Prevention and Detection

All Save the Children US Representatives are responsible for taking appropriate steps to prevent, deter, and detect Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty within their areas of responsibility. All Staff, and especially managers, must routinely monitor program activities and operations for any irregularities that could suggest the presence of Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty and report any concerns in compliance with this Policy. Resources include, but are not limited to, the International Programmes Mitigation Measures Dashboard.

Areas of potential risk include, but are not limited to:

- Programming in locations with moderate to high corruption risk, including the risk of diversion of assets by Partners (see Procedure 5, below) or Government Officials/Entities (see Foreign Corrupt Practices Act Guidance for information about interactions with foreign officials);;

- Procurement of goods and services;
- Evasion of internal controls by Save the Children US Representatives, including failing to disclose potential Conflicts of Interest;

Save the Children US Representatives should consider Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty risks at the outset of new programs, operations, or other significant activities and take reasonable steps to mitigate those risks (in coordination with Save the Children International and/or other Partners, where appropriate).

Save the Children US Representatives must take reasonable steps to verify the accuracy of information in documents that they create or approve. If there is any reason to believe something is inaccurate in a document they are signing, distributing, or reviewing, Save the Children US Representatives have an obligation to find out whether the document is inaccurate and correct it or report the inaccuracy.

Reporting

In accordance with the policy on Reporting and Resolving Misconduct and Violations of Law and Policy any individual who witnesses, becomes aware of, or suspects Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty in Save the Children US' programs or operations (including those implemented by Partners or by Save the Children International) is responsible for promptly reporting their concern. Failure to report such concerns may be considered a violation of this Policy and subject to discipline.

Partners are responsible for reporting in accordance with this Policy and the terms of their agreements with Save the Children:

- **Online:** http://SavetheChildren.EthicsPoint.com
- **By Phone** (844) 287-1892
- **By Email:** hotline@savechildren.org

Reports should be factual and include as much detail as possible so that Save the Children US can properly assess the nature and extent of the allegations. Knowingly reporting false information will be considered a breach of policy and may result in disciplinary action, up to and including termination.

Anonymous reporters should retain the Report Key provided by EthicsPoint and check back on the report regularly, in case additional information is requested.

Investigation and Disclosure

All reports of potential violations of this Policy will be thoroughly examined and credible allegations will be investigated by L&RM or its designate. Where the relationship between Save the Children US and a Subject of Concern ends prior to the completion of an investigation, the process will continue, and a clear outcome will be recorded.

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Save the Children US Representatives must cooperate fully in any investigation or inquiry and preserve all records relating to any alleged Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty. Save the Children US will not tolerate Interference in the investigation process, and such conduct may result in disciplinary action up to and including termination.

Save the Children US will maintain confidentiality during investigations to the fullest extent possible, consistent with applicable laws and SCUS policies.

Save the Children US complies with all donor mandatory disclosure requirements. Save the Children US may also disclose information concerning the identity and actions of individuals and Partners found to have violated laws or Save the Children US policies to donors, government regulators, enforcement agencies, and other entities.

Accountability of Save the Children

The Save the Children US Senior Leadership Teams are committed to taking all appropriate disciplinary, legal, and other corrective action in light of any findings of Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty, and to taking steps following any incidents of Fraud, Bribery, Corruption, and other forms of Corporate Dishonesty to review controls and protocols to identify and address any gaps or weaknesses in our procedures or, where relevant, our Partners' procedures.

Any Save the Children US Representative found to have engaged in Fraud, Bribery, Corruption, or Corporate Dishonesty, or to have known that such activity was ongoing and not reported it in compliance with this Policy, shall be subject to disciplinary action up to and including separation from Save the Children US and legal action by Save the Children US. Save the Children US may also disclose information concerning their identity and actions to donors, government regulators, enforcement agencies, and other entities.

Protections Against Retaliation

Save the Children has zero tolerance for any Retaliation against any Save the Children US Representative who reports or participates in good faith in an investigation in Fraud, Bribery, Corruption, or other forms of Corporate Dishonesty. Individuals who believe they may have been subject to Retaliation as a result of reporting a concern should reach out to leadership or file a EthicsPoint report. Save the Children will review and address all reported concerns of Retaliation.

If working on a USG-funded award, Save the Children US Representatives are also afforded the employee whistleblower protections and rights provided under 41 U.S.C. § 4712.

Seeking Guidance About this Policy

Any questions or concerns regarding topics covered in this Policy may be directed to your manager or to SCUS' Deputy General Counsel & Head of Ethics.

Exception Approval Procedure

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Requests for exceptions to this Policy should be sent to SCUS' General Counsel, setting forth the relevant circumstances and reasons for the requested exceptions. The General Counsel will review the request and respond to the Save the Children US Representative seeking the exception and will file and retain relevant documents.

Related Policies, Procedures, And Supporting Documents

Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Procedures

Reporting and Resolving Misconduct and Violations of Law and Policy

Reporting Pathways Guidance Document

FCPA Guidance Document

Anti-Corruption Model Contract Clause

Conflict of Interest Policy

Definitions

Abuse of a Position of Trust	The improper use of one's position within Save the Children US or a connected organization to materially benefit oneself or any other party (e.g., intentionally providing confidential material – such as the contents of a tender process – to a third party).
Auxiliary Staff	Interns, Fellows, Volunteers (including Event Volunteers), and Temporary Staff
Bank or Check Fraud	The dishonest manipulation of any banking system or record (e.g., a check, bank statement, or electronic transfer).
Board Members	Trustees or Members of the Board of SCUS, SCAN, or SCUS Head Start
Brand Fraud	The use of Save the Children US' name, branding, or documentation for unauthorized or illegitimate ends.
Bribery	Giving, paying, promising, offering, or authorizing the payment of anything of value to any party to influence any person or entity to act improperly.
Corporate Dishonesty	Corporate Dishonesty includes, but is not limited to: • Abuse of a Position of Trust • Bank or Check Fraud • Brand Fraud

	• Bribery • Corruption • Corruption of Government Officials • Embezzlement • Expenses Fraud • False Accounting • Forgery or Falsification of Documents • Fraud • Money Laundering • Nepotism or Patronage • Paying or Receiving Kickbacks • Payroll Fraud • Procurement Fraud • Supply Chain Fraud • Tax or Duty Evasion • Theft • Undisclosed Conflicts of Interest
Corruption	The use or abuse of one's authority or position with Save the Children US for private gain.
Corruption of Government Officials	Giving gifts to Government Officials in violation of applicable laws and/or gifts and ethics rules or making payments that are not required by law to Government Officials or to another person at the request of the Government Official. This includes so-called "Facilitating Payments."
Embezzlement	The misuse, for personal gain, of funds, property, resources, or other assets that belong to SCUS or a connected organization or individual.
Employee	An individual employed by SCUS, SCAN, or SCUS Head Start
Expenses Fraud	The dishonest use of the expenses system to pay money or other benefits to which the recipient is not entitled or the falsification of expense reimbursement reports.
False Accounting	The deliberate entry of false or misleading information into any form of accounting or financial record or the deliberate omission of relevant information, including maintaining "off book" accounts.

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Forgery or Falsification of Documents	The dishonest creation, alteration, signing, or use of all or any part of a document, including without limitation contracts, reports, or other records.
Fraud	Any act or omission that intentionally misleads, or attempts to mislead, another party in order to obtain a financial or other benefit or to avoid an obligation.
Interference	Interference may include but is not limited to providing false information, attempting to coerce, compel, influence, or prevent and individual from providing testimony or relevant information, destroying, concealing or altering documentation and records, and/or exerting influence in the conduct of an investigation.
L&RM	Legal & Risk Management Division
Money Laundering	The concealment of illegally obtained money.
Nepotism or Patronage	The improper use of one's employment to favor or materially benefit friends, relatives or other associates.
Partners	Sub-Awardees, vendors, suppliers, consultants and others with whom Save the Children US provides assets in exchange for services or products
Paying or Receiving Kickbacks	Payments improperly made to an individual by a supplier or vendor, usually in exchange for unduly providing a business advantage or benefit to the supplier or vendor.
Payroll Fraud	The manipulation of the payroll system to make unauthorized payments to oneself or another.
Procurement Fraud	Any dishonest behavior relating to procurement or tendering process (e.g., falsely creating bids or quotes, sharing confidential procurement-related information with third parties, paying for products that do not meet the description of the product Save the Children US contracted to purchase, or agreeing to requests for false invoices).
Representatives	Staff, Board Members, and Partners of SCUS, SCAN, or SCUS Head Start
Retaliation	An adverse change to the terms and conditions of an individual's employment as a result of the individual asserting their right to be free from behavior that violates Save the

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	Children US policy, raising a concern in good faith, or participating in an investigation.
Save the Children US	Refers collectively to SCUS, SCAN, and SCUS Head Start
SCAN	Save the Children Action Network, Inc.
SCUS	Save the Children Federation, Inc.
SCUS Head Start	SCUS Head Start Programs Inc.
Staff	Employees and Auxiliary Staff
Subject of Concern	An individual accused of behavior that may violate this policy.
Supply Chain Fraud	The misdirection or theft of goods, forging of stock records, or creation of fictitious companies through which to channel payments.
Tax or Duty Evasion	The avoidance of paying a tax or other duty that one is aware should be paid.
Theft	The taking of anything of value that belongs to another.
Undisclosed Conflict of Interest	Failing to disclose accurate and complete information about personal or financial interests, commitments, or loyalties that relate to one's duties at Save the Children US.

Version Control

Version number	Version Date	Revisions made
2.0	January 1, 2025	Policy updated and moved to new template. Procedures separated. Reporting provision replaced with reference to reporting policy.
COMPL-01.4	March 5, 2018	Revision of existing Zero Tolerance Policy
COMPL-01.3	May 5, 2016	Revision of existing Zero Tolerance Policy
COMPL-01.2	May 5, 2015	Revision of existing Zero Tolerance Policy

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COMPL-01.1	November 23, 2013	

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Policy Title	Social Media Policy
Version No.	3.0
Effective Date	January 1, 2025
Summary	Establishes Staff's responsibilities regarding communications by Staff using Social Media that is, or could be understood to be, associated with Save the Children.
Implementing Procedures	NA
Approver	☒ SLT - Save the Children Federation, Inc. ☒ SLT - SCUS Head Start ☒ SLT - Save the Children Action Network
Policy Owner	Chief Marketing Officer
Point of Contact	Managing Director, Social Media & Influencer Relations
Applicability	☒ Save the Children Federation, Inc. ☒ SCUS Head Start ☒ Save the Children Action Network* ☒ Other: Interns, Fellows, Volunteers (excluding Event Volunteers), and Temporary Staff
Legal / Compliance Requirements or Other Standards	Not applicable
Applicable Code of Ethics Principle	Principle 4: As a Trusted Voice for Children, We Speak with Care, Dignity, and Integrity]

Purpose

The purpose of this Social Media Policy is to establish clear guidelines for responsible and effective social media communications associated with Save the Children Federation, Inc. ("SCUS"), SCUS Head Start Programs, Inc. ("SCUS Head Start"), and Save the Children Action Network, Inc. ("SCAN") (collectively, "Save the Children US"). This policy ensures that all references to Save the Children US adhere to the same standards of respect, confidentiality, and professionalism. Responsible use of Social Media associated with

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Save the Children ensures consistency in our messaging, manages risks, and fosters a positive, respectful online community

Scope

This policy applies to Employees, Interns, Fellows, Volunteers (excluding Event Volunteers), and Temporary Staff (collectively, "Staff") of Save the Children US, including all domestic and international locations.

This Policy applies to any Social Media activity that relates in any way to, or may reflect on or impact Save the Children US, its mission, employees, business partners, vendors, or suppliers ("Save the Children Related Social Media Content"). For avoidance of doubt, this Policy applies to Save the Children Related Social Media Content posted in work or personal accounts, while Staff are on or off duty, when on or off Save the Children US's premises or network; and regardless of whether Staff identify their affiliation with Save the Children US, or post anonymously or using a pseudonym.

Policy Statements

1. Save the Children US encourages all staff to elevate our work, and the voices of the children and families we serve, online. When posting Save the Children Related Social Media Content on their personal social media channels, Save the Children US staff must:
   1.1. Be clear that they are speaking in their personal capacity if they are not formally authorized to speak on behalf of Save the Children. Staff should either include in the post #notaspokesperson or state in their account profile or post a disclaimer such as, "The views expressed in this account/post are my own. They have not been reviewed or approved by Save the Children";
   1.2. Only include images, videos, or audio recordings of children, families, or community members involved in Save the Children US programs if that content has previously been posted on a Save the Children US social media channel or if it has been approved by the Marketing, Communications, and Fundraising Division under applicable Content Guidelines and the Safeguarding & Counter-Human Trafficking Policy;
   1.3. Strive to be factually and visually accurate, and be open about any previous posts that have been edited to correct a mistake;
   1.4. Never overstate needs or exaggerate impact when speaking about Save the Children US' mission or work;
   1.5. Before posting, consider the impact of words and images used on those whose background and perspective may be different, including co-workers and SCUS

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Representatives, as well as the children, families, and communities we serve, ensuring.

2. Staff may not post Save the Children Related Social Media Content that:
   2.1. Includes any Personally Identifiable Information on children, families, or community members involved in Save the Children US programs, including names or specific program locations, in order to protect their privacy;
   2.2. Contains images, videos, audio recordings or other content that does not comply with the SCUS Brand Guidelines and the guidance on Use of Data and Images from the SCUS Behavior and Conduct Guidelines.
   2.3. Contains Confidential or Proprietary Information, as defined in the Data Protection policy;
   2.4. Would violate any Save the Children Policy including, but not limited to Save the Children's Code of Ethics; the Safeguarding & Counter-Human Trafficking Policy; and the Harassment, Discrimination & Retaliation policy;
   2.5. Contains statements or images that are vulgar, obscene, threatens violence, or is intimidating to others; or
   2.6. Would violate any applicable law.

3. Save the Children US' Official Social Media
   3.1. Posts using Save the Children US official accounts must align with the organization's mission, values, and brand guidelines. All posts must be pre-approved by the SCUS Chief Marketing Officer, SCAN Executive Director or their designated representative.
   3.2. Any Save the Children Related Social Media Content that references pending or proposed legislation, candidates for public office, or other political issues is subject to the Political Activities Policy and Procedures.
   3.3. Posts must respect copyright and fair use laws. Proper attribution should be given, with preference for linking to original sources rather than copying large excerpts.

4. **Compliance**
   4.1 Save the Children US requires all Staff to comply with this Social Media Policy to ensure responsible and ethical use of social media in both professional and personal contexts for any content associated with Save the Children.
   4.2 Non-compliance with this policy may result in disciplinary actions up to and including termination of employment.

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4.3 For avoidance of doubt. Save the Children US will not construe or apply this Policy in a manner that prevents Staff from engaging in legally protected communications with each other about wages, hours, or other terms and conditions of employment.

Reporting Policy Violations

In accordance with the policy on Reporting and Resolving Misconduct and Violations of Law and Policy any individual who witnesses, becomes aware of, or suspects a possible violation of a law, regulation, or this Policy is responsible for promptly reporting their concern.

Partners and other external parties are responsible for reporting in accordance with this Policy and the terms of their agreements with Save the Children:
Online: http://SavetheChildren.EthicsPoint.com
By Phone (844) 287-1892

Exception Approval Procedure

The Policy Owner is authorized to approve exceptions, and they may delegate this authority as appropriate. Any requests for exceptions should be submitted in writing, and both the requestor and the approver should maintain copies of those exceptions.

Related Policies, Procedures, And Supporting Materials

Political Activities Policy

Safeguarding and Counter-Human Trafficking Policy

Safeguarding and Counter-Human Trafficking Procedures

SCUS Behavior and Conduct Guidelines

SCUS Brand Guidelines

Definitions

Term/Acronym	Definition
Authorized Personnel	Those authorized to communicate on Social Media on behalf of Save the Children US
Geotagging	The process of adding geographical identification metadata to various media such as a geotagged photograph or video, websites, SMS messages, QR Codes or RSS feeds. Geotagging

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	is also a form of GPS (Global Positioning System) data. This data usually consists of latitude and longitude coordinates.
Personally identifiable information (PII)	Information that relates to an identified or identifiable Data Subject. For example, a Data Subject may be identified, directly or indirectly:— • from the data through an identifier, such as a name, image, identification number, location data, or an online identifier (e.g., IP address), or • from the data in combination with other information. Personal Information may include factual information (e.g., name, address, date of birth) about the Data Subject as well as an opinion or any indication of the intentions of any other person in respect of the Data Subject. Personal Information that has been pseudonymized - i.e., coded in such a way that it cannot be linked to a Data Subject without the use of additional information - may still be considered Personal Information depending on how difficult it is to attribute to a particular individual. This may also sometimes be referred to as Personally Identifiable Information ("PII"). Records that contain PI are retained in accordance with the prescribed Retention Period in the RRS. Information of Convenience that contains PI is to be destroyed upon the fulfillment of the purpose for which it was gathered.
Public Communication	Communications in public intended to deliver a message to a specific audience. Speaking events, newspaper editorials, advertisements, email, and Social Media are a few forms of public communication.
Social Media	Forms of electronic communication/content used to share information, comments, messages, images, video and other content via a Social Network.
Social Network	A public or private dedicated website or other application that enables users to communicate with each other via Social Media. Examples of private Social Networks are Workplace by Facebook, Teams, Yammer, Sharepoint, Skype for Business, Viber, WhatsApp and examples of public Social Networks are Facebook, Twitter, Tiktok, Thread, SnapChat, Google+, LinkedIn, YouTube and Skype.

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Staff	Employees, Interns, Fellows, Volunteers (including Event Volunteers), Temporary Staff, and Trustees/Board Members of Save the Children Federation, Inc., Save the Children Action Network, and Save the Children Head Start Programs, Inc.

Version Control

Version number	Version Date	Revisions made
3	January 1, 2025	Merged SCAN Social Media Policy with SCUS Social Media Policy. Updated to new policy template, language clarification edits. Policy moved from P&P to MCF.
2 (SM 1.1)	March 14, 2018	Revised "category" and "VP with oversight" fields. Policy moved from the Marketing & Communications volume to the Resource Development volume.

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Policy Title	Conflict of Interest Policy
Version No.	2.0
Effective Date	January 1, 2025
Summary	This policy provides guidance to identify and address actual and potential conflicts of interest when they arise.
Implementing Procedures	Conflict of Interest Procedures
Approver	☒ SLT - Save the Children Federation, Inc. ☒ SLT - SCUS Head Start ☒ SLT - Save the Children Action Network
Policy Owner	General Counsel
Point of Contact	Deputy General Counsel & Head of Ethics
Applicability	☒ Save the Children Federation, Inc. ☒ SCUS Head Start Programs, Inc. ☒ Save the Children Action Network ☐ Other:
Legal / Compliance Requirements or Other Standards	• IRS and State requirements and recommended practices for charitable organizations • Statutes and regulations governing conflicts of interest and gifts to government officials including: o 2 CFR 200.112 & .318 o 5 USC Sec. 7353 & 5 CFR 2635 o 26 USC Sec. 4958
Applicable Code of Ethics Principle	Key Principle 3: We uphold the trust of the children we work with and of our supporters to act as good stewards of resources Key Principle 5: We raise our concerns, even if we're not sure something bad has happened

Purpose

When acting on behalf of Save the Children Federation, Inc. ("SCUS"), Save the Children Action Network ("SCAN"), and SCUS Head Start Programs, Inc. ("SCUS Head Start")

(collectively "Save the Children US"), Staff must put the best interests of the organization and the children and families it serves above their own. This policy provides guidance to identify and address actual and potential Conflicts of Interest when they arise.

Scope

This policy applies to all Save the Children US employees, interns, fellows, volunteers, and temporary employees ("Staff"). It is intended to supplement the Conflict of Interest provisions in the SCUS and SCUS Head Start Bylaws and SCAN's Trustee Conflict of Interest Policy which apply to the Trustees/Board Members and Officers of those organizations.

Policy Statement(s)

Avoiding and Disclosing Conflicts of Interest

Save the Children US Staff are expected to act in the best interests of Save the Children US and the children and families we serve and must take all reasonable steps to **AVOID** actual or potential Conflicts of Interest or any appearance of impropriety. At a minimum, Staff must **DISCLOSE** actual and potential Conflicts of Interest when they arise and **RECUSE** themselves from all decision-making regarding any situation involving actual or potential Conflicts of Interest.

Potential Conflicts of Interest arise in many contexts including those described below and if not disclosed and addressed appropriately could give rise to an actual Conflict of Interest. Additional information regarding how to avoid, disclose, and recuse oneself from actual or potential Conflicts of Interest can be found in the Conflict of Interest Procedures.

An undisclosed Conflict of Interest may constitute fraud under the Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Policy.

Gifts, Hospitality, and Entertainment

Giving or receiving Gifts may give rise to a potential or actual Conflict of Interest. Staff should consider whether a Gift could give rise to an actual or potential Conflict of Interest or an appearance of impropriety. If so, the offer of the Gift must be disclosed and the potential Conflict of Interest addressed addressed according to the Conflict of Interest Procedures.

Save the Children US Staff may give or receive token Gifts that are consistent with local customs and laws, are in line with Save the Children US' best interests, and do not obligate either party.

Examples of Possible Conflicts of Interest:

Accepting an offer from a vendor to attend an event or conference hosted by that vendor.

Accepting a Gift from a vendor that is in excess of gifts typically exchanged within the specific business context.

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In each of the examples above, it is possible the gift can be received if the potential Conflict of Interest is properly disclosed so that the transaction can be managed in the best interests of Save the Children US. Refer to Procedure 3 for further details.

Employment, Recruitment, and Hiring

Save the Children US is proud of its rich history of Family Members and friends working for our organization and we encourage Staff to refer people they know to apply for open positions. However, Save the Children US must be objective about all hires and follow our recruiting process to ensure fair and open selection.

Examples of Possible Conflicts of Interest:

Having a Family Member or individual with whom one has a Personal Relationship in the same line of supervision.

Causing Save the Children US to hire, retain, or enter into an employment or business relationship with Family Members, friends, or other individuals outside Save the Children US with whom one has a Personal Relationship.

In each of the examples above, it is possible the transaction can proceed if the potential Conflict of Interest is properly disclosed so that the transaction can be managed in the best interests of SCUS. Refer to Procedure 4, the SCUS/SCAN Employee Handbook and the SCAN Employee Handbook for further details.

Organizational Affiliations and Secondary Work

Save the Children US permits employees to work outside of Save the Children US or to serve in other capacities, including as a member of advisory panels or boards, as long as such Secondary Work does not create a Conflict of Interest. Offers of Secondary Work must be disclosed and any potential Conflict of Interest addressed according to the Conflict of Interest Procedures.

Examples of Possible Conflicts of Interest:

Having business relationships with organizations that seek to do business with Save the Children US or do similar work to Save the Children.

Serving on the board of an organization that does similar work to, or that might compete with, Save the Children US.

In each of the examples above, it is possible the Secondary Work can proceed if the potential Conflict of Interest is properly disclosed so that it can be managed in the best interests of Save the Children US. Refer to Procedure 4 and the SCUS/SCAN Employee Handbook and the SCAN Employee Handbook for further details.

Transactions with Related Parties

Consistent with the Source to Pay Policy, proposed transactions with Related Parties shall be subject to heightened due diligence to ensure that there is no excess benefit to the Related Party. Save the Children US will also comply with any disclosure requirements for such transactions. Refer to Procedure 1 for further details.

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Reporting Policy Violations

In accordance with the policy on Reporting and Resolving Misconduct and Violations of Law and Policy any individual who witnesses, becomes aware of, or suspects a possible violation of a law, regulation, or this policy is responsible for promptly reporting their concern.

Exception Approval Procedure

Managing conflicts requires disclosure and resolution of potential conflicts in writing pursuant to the Conflict of Interest Procedures. Separately, requests for exceptions to this policy must be submitted in writing to the General Counsel for consideration. Both the requestor and approver should maintain copies of any exceptions granted.

Related Policies, Procedures, And Supporting Documents

- Conflict of Interest Procedures
- Zero Tolerance for Fraud, Bribery, Corruption, and Other Forms of Corporate Dishonesty Policy and Procedures
- SCUS/SCAN Employee Handbook
- SCUS Head Start Employee Handbook
- SCUS Source to Pay Policy
- Reporting and Resolving Misconduct and Violations of Law and Policy

Definitions

Auxiliary Staff	Interns, Fellows, Volunteers (including Event Volunteers), and Temporary Staff
Conflict of Interest	A situation in which an individual has personal interests or loyalties that compete with the interests of Save the Children US or could cause the individual to act in a manner that is not in the best interests of Save the Children US or the children and families we serve.
Conflicted Person	A Staff or Board Member faced with a choice, decision, or opportunity that could present a Conflict of Interest.
Decision Maker	The person or group of people who review the disclosure of an actual or potential Conflict of Interest and decide whether the transaction should still proceed. Often, the Decision Maker will be the Conflicted Person's manager. If the Conflict of Interest involves a hiring opportunity, the Senior Director of Talent Acquisition should also be a Decision Maker.

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Disqualified Person	A Related Party in a position to exercise substantial influence over the affairs of SCUS as defined by the U.S. Internal Revenue Service.
Employee	An individual employed by SCUS, SCAN, or SCUS Head Start
Family Member	For purposes of this Policy, Family Members are an employee's; (i) spouse or domestic partner, (ii) parent, child, stepchild, sibling, in-law, grandparent, grandchild, (iii) aunt, uncle, niece, nephew, and (iv) any other members of the household.
Gift	Gifts, hospitality, and entertainment (including invitations) given as a result of an individual's relationship with Save the Children US.
Partners	Sub-Awardees, vendors, suppliers, consultants and others with whom Save the Children US provides assets in exchange for services or products
Personal Relationship	A Personal Relationship is any relationship with a Family Member or any other individual formed by a Save the Children US employee or Board Member that has the capacity to cause that employee Board Member to put the interests of that individual or Family Member above the interests of Save the Children US or the children and families it serves.
Related Party	A Related Party is any; a) Current or Former Trustee, Officer, or Employee of Save the Children US; b) Family Members of any individual noted in (a); or c) Any entity in which an individual noted in subparts (a) or (b) is a founder, key employee, or owner.
Representatives	Staff, Board Members, and Partners of SCUS, SCAN, or SCUS Head Start
Save the Children US	Refers collectively to SCUS, SCAN, and SCUS Head Start
SCAN	Save the Children Action Network, Inc.
SCUS	Save the Children Federation, Inc.
SCUS Head Start	SCUS Head Start Programs Inc.

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Staff	Employees and Auxiliary Staff
Secondary Work	Work performed by Save the Children US Staff for an organization other than Save the Children US, whether as an employee, consultant, vendor, as a member of an advisory panel or board, or otherwise.
Undisclosed Conflict of Interest	Failing to disclose accurate and complete information about personal or financial interests, commitments, or loyalties that relate to one's duties at Save the Children US.

Version Control

Version number	Version Date	Revisions made
2.0	January 1, 2025	Procedures separated from Policy, transferred to new template. Added provisions concerning transactions with related parties.
BIG 8.1	11/11/2021	Policy updated after revisions to Code of Ethics

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: SCHOOL ACCOUNTABILITY REPORT CARDS

ATTACHMENTS: SCHOOL ACCOUNTABILITY REPORT CARDS

FUNDING SOURCE: N/A

DISCUSSION: According to State and Federal law, Local Education Agencies must annually update and disseminate the School Accountability Report Cards (SARC) to provide current information to parents and other members of the public by February 1st. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving goals. SARCs will be made available on the COJUSD website, in school offices, and at the District Office.

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 SARC.**

PROPOSED ACTION: **APPROVE**

Item #: 16

Cutler Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Cutler Elementary
Street	40532 Rd 128
City, State, Zip	Cutler, CA 93615
Phone Number	559-528-6931
Principal	Dr. Diana Vides
Email Address	divides@cojusd.org
School Website	http://cut.cojusd.org/
Grade Span	PK-5
County-District-School (CDS) Code	54 71860 6053904

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojusd.org
District Website	www.cojusd.org

2025-26 School Description and Mission Statement

Cutler Elementary School, the proud home of the Wildcats, is honored to offer a dual language immersion strand as part of their educational program. We are also proud to be a Community School! Our school is located in the northern part of Tulare County, in the small agricultural community of Cutler. Cutler Elementary School serves approximately 607 students in Preschool through 5th grade. Slightly less than half our students participate in the Dual Language Immersion Program. Our student population comes from hard working families that value education and want a brighter future for their children. Our staff consists of 37 full time certificated teachers which include Visual and Performing Arts (VAPA), Physical Education, Science Technology Engineering and Mathematics (STEM), music, 3 academic coaches,1 intervention coach, a learning director, and a principal. We also have a full time social worker, counselor, psychologist and 47 classified staff. Our Community Schools Grant has also supported us with a Community School Coordinator. We also have our Cutler preschool. The staff at Cutler Elementary School believe that all students have the ability to learn and are committed to the high standard of providing the most effective program possible. We strive to promote positive self esteem, academic and social achievement for all students so that they are college, career, community ready and prepared to compete in a global economy. We are a PBIS Platinum school!

We are excited and enthusiastic about our Professional Learning Community and work diligently to provide our students with the very best educational experience. Together, with our teachers and staff, we are dedicated to ensuring the academic success of every student and providing a safe and productive learning environment. The school holds high expectations for the academic and social development of all students. In addition, through Positive Behavior Intervention Support, we teach students to follow the "Wildcat Way" by showing respect, making good decisions and solving problems. We believe that excellence in academics and respectful attitudes and behaviors are the key to success now and in the future. Our school motto is "Kind BRAVE hearts grow Champions" #Brilliant, #Respectful, #Amazing, #Valued, #Empowered. We are Kind, we are brave, we are Champions! Our staff strives daily to provide our students with the academic support and skills to make ensure our students feel loved and encouraged to reach their full potential. Parents and community members are important to our academic program. We welcome your participation in school activities and encourage you to join our School Site Council (SSC) and English Language Learner Advisory Council (ELAC). Our staff looks forward to working with you and our students on another year of academic success.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	88
Grade 2	92
Grade 3	112
Grade 4	95
Grade 5	93
Total Enrollment	607

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	0.2
Black or African American	0.2
Filipino	0.5
Hispanic or Latino	98.5
White	0.7
English Learners	52.2
Foster Youth	0.2
Homeless	4.9
Migrant	6.8
Socioeconomically Disadvantaged	93.4
Students with Disabilities	12

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.2	96.58	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	1	3.42	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.2	1.2	15831.9	5.67
Total Teaching Positions	29.2	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.4	75.36	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	3	10.08	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.3	11.16	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	0.9	3.33	12	6.25	14303.8	5.15
Total Teaching Positions	29.7	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	80	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	2	6.67	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	10	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	1	3.33	12.9	6.73	13705.8	4.91
Total Teaching Positions	30	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	3.3	2
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3.3	3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	12.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders 2023 / McGraw Hill: Maravillas 2020	0
Mathematics	Great Minds: Eureka Math 2015	0
Science	McGraw Hill: CA Inspire Science	0
History-Social Science	Savvas: My World Interactive 2018	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	Davis: Explorations in Art	
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

All school grounds, buildings, and restrooms are maintained and kept in good working order. The custodial and maintenance staff conduct repairs as needed throughout the year to ensure the facilities are kept in good repair. All classrooms and buildings are deep cleaned during the summer break. All areas that need painting are painted and areas in need of repair are repaired.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X
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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	37	41	45	47	48
Mathematics (grades 3-8 and 11)	23	35	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	298	98.35	1.65	36.91
Female	157	153	97.45	2.55	38.56
Male	146	145	99.32	0.68	35.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	301	296	98.34	1.66	36.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	158	153	96.84	3.16	18.95
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	42.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	284	280	98.59	1.41	36.43
Students Receiving Migrant Education Services	23	22	95.65	4.35	31.82
Students with Disabilities	33	33	100.00	0.00	15.15

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	302	99.67	0.33	35.43
Female	157	156	99.36	0.64	29.49
Male	146	146	100.00	0.00	41.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	301	300	99.67	0.33	35.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	158	157	99.37	0.63	19.11
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67
Military	0	0	0	0	0

Socioeconomically Disadvantaged	284	284	100.00	0.00	35.56
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.04
Students with Disabilities	33	33	100.00	0.00	6.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.13	12.77	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00	0.00	12.77
Female	51	51	100.00	0.00	13.73
Male	43	43	100.00	0.00	11.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	93	93	100.00	0.00	12.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	49	49	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	88	88	100.00	0.00	12.50
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Cutler-Orosi Joint Unified School District has six Parent Involvement goals:
1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are actively involved in the School Site Council and the English Learner Advisory Committee. At Cutler Elementary School we have school wide parent nights hosted by teachers to help students at home and to monitor their progress. These parent nights are thematic and filled with activities and materials to continue the strategies learned at home. Teachers use platforms such as ClassDojo, Seesaw and Apptegy to communicate regularly with parents. Home-school communication and partnerships are further strengthened through parent-teacher conferences. Parents of all English Learners are provided with an Individual Literacy and Language Plan that show what we are doing at school to support the student and strategies for parents to support their student at home. All students reading below grade level are also provided with an Individual Literacy Plan, however, this focuses solely on literacy. Our teachers address parent concerns promptly and value their input. We invite our parents during the year to Title I Meeting, Back to School Night, Open House. We also recognize our parents and their students during our end of the trimester assemblies. We have our monthly Student of the Month Recognition where parents get to have lunch with their child on campus. Parents are also invited to our Music Informances, STEM, VAPA & PE visitations at the end of each trimester.

Through our Community Schools grant we have a Community Schools Coordinator whom supports our parents with community resources, night events and workshops. In addition, our staff provides parents with a variety of workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. This year we are participating in Parent Institute for Quality Education (PIQE) in Math. In the sessions parents receive strategies on

2025-26 Opportunities for Parental Involvement

how to get involved at Cutler Elementary School, become a school leader, and help support their child in the area of mathematics. Please join us in empowering families through education. If you would like more information on how you can get involved at Cutler Elementary School please contact Dr. Vides at 559-528-6931.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	638	53	8.3
Female	347	326	22	6.7
Male	327	312	31	9.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	663	629	52	8.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	358	335	20	6.0
Foster Youth	--	--	--	--
Homeless	33	32	3	9.4
Socioeconomically Disadvantaged	634	603	52	8.6
Students Receiving Migrant Education Services	52	49	3	6.1
Students with Disabilities	97	95	13	13.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.76	0.76	0.45	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0.00
Female	0.00	0.00
Male	0.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our school staff is committed to providing a safe environment for our students. The principal and Learning Director formed a committee to study and review the safety plan for Cutler School. The Cutler School Safety Plan was updated by this committee and was approved by the Cutler School Site Council. Safety was discussed and all staff are familiar with the components of the plan. Teachers regularly stress safety with students, and students are closely monitored during all activities with the utmost safety standards in mind. Emergency response procedures have been discussed and all staff and key personnel were trained. Many of the teachers and support staff have taken part in the district's CPR/First Aid Training program. Fire drills and emergency lockdown drills are a regular part of the school's program. Drills are performed on a monthly basis to prepare students and staff for possible classroom evacuations. Every classroom/office has a safety folder which includes the following tabs: Tab 1 - Evacuation Map, Site Directory, Emergency Telephone List, Bell Schedule, Crisis Management Procedure, Campus Emergency Assignments, Emergency Evacuation Locations, Teacher "Buddy" List, District Directory. Tab 2 - Emergency Response Procedures: Evacuation. Tab 3 - Emergency Response Procedures: Shelter In Place. Tab 4 - Emergency Response Procedures: Drop and Cover. Tab 5 - Emergency Response Procedures: Lockdown. We also participate in ActVNet through Tulare County Office of Education to support our site in being able to respond quickly to any emergency situation that may arise in conjunction with local authorities.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	6	0
1	22	0	9	0
2	22	2	6	0
3	24	3	6	1
4	22	10	8	0
5	28	0	12	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	4	0
1	22	0	6	0
2	26	2	9	2
3	24	4	6	2
4	24	4	6	2
5	25	6	4	2
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	9	3	2
1	22	7	3	2
2	23	6	6	2
3	25	4	9	2
4	24	6	6	2
5	23	6	6	2

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	607

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,807.63	$ 2,723.60	$ 9,833.51	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.
Categorical
Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Rocket Math, IMSE, Accelerated Reader)
Supplemental books and reference materials Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional Coaches, travel and conference, professional services, Step Up to Writing PL)
Supplemental materials and supplies
Non Cap Equipment (technology)
LCFF/LCAP
The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems.) A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

Professional Development

Cutler School participates in a 90-minute staff development and collaboration period through a "Late Start Wednesday" program weekly. Teachers meet in grade level Professional Learning Communities to focus on Common Core Standards, student data, and learning strategies that make a difference in student achievement. Once a month, at all staff PLC meetings, the leadership team provides the staff with training on school wide strategies, differentiated instruction, growth mindset, teacher clarity, Great Instruction the First Time (GIFT) framework, and other beneficial topics. Extended Professional Learning days are built into the teacher contract and add an additional 7.5 hours of learning based on the specific needs of the students. The teachers also receive professional learning through Lesson Studies on different learning strategies in mathematics facilitated by Tulare County Office of Education. Teachers receive professional learning from district-wide in-service training and other opportunities offered from outside partners. This is the second year of partnering with NexGen to provide teachers with PD in mathematics. Tulare County Office of Education has provided many and varied in-service workshops which our staff have chosen to attend. Professional learning covers major subjects (Reading, Writing, Language, Math, Close Reading strategies, and Assessments) strategies to support English Learners, technology use and Special Education such as Cloud 9 Training. All teachers have been trained in the 4Cs, 4Ls, Learning Targets, and DOK. Our Dual Immersion teachers also participate in Lesson Studies facilitated by consultants to strengthen the DI program in biliteracy. Para-professionals participate in trainings to increase their skill level in supporting students to meet or exceed grade-level standards. Literacy continues to be supported through the implementation of the new Wonders/Maravillas curriculum. Data shows that many students are not reading at grade level. The goal is to have every student on grade level by the time they enter third grade. Teachers were provided with training on how to use Fountas and Pinnell Benchmark Assessment System and small group leveled reading instruction to better serve students. Observations are conducted by the leadership team and administration on a weekly basis. Instructional Coaches facilitate Lesson Studies, coaching cycles, and provide extra training for teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

Golden Valley Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Golden Valley Elementary
Street	41465 Rd 127
City, State, Zip	Orosi, CA 93647
Phone Number	559-528-9004
Principal	Mrs. Melissa Delgadillo
Email Address	medelgadillo@cojusd.org
School Website	http://gvs.cojusd.org/
Grade Span	
County-District-School (CDS) Code	54718606112684

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojusd.org
District Website	www.cojusd.org

2025-26 School Description and Mission Statement

Golden Valley Elementary School is located in the northern part of Tulare County, in the small agricultural community of Orosi. Golden Valley Elementary currently serves approximately 600 TK-5 students and their families. A preschool is also located on our campus. We are excited to offer an on-site Dual Immersion program. The addition of this program provides parents with the option of enrolling their child in a Dual Immersion class in TK-5th grade. The majority of students live within walking distance of the school. The student population is primarily Hispanic (approximately 95%), and approximately 42% of the students are English Language Learners.

Golden Valley Elementary School believes in empowering all students to be college and career-ready scholars, critical thinkers, powerful communicators, creative and quality producers, leaders, and productive citizens.

Our educational team is committed to "Educate Minds and Inspire Futures" in a safe and supportive environment. It is our school vision to promote and foster great learning opportunities and experiences for all students and enhance current best practices to continue our pursuit of making MAGIC happen at Golden Valley. This dedication to high-quality teaching and learning was recognized at the state level, as Golden Valley Elementary was named a 2025 California Distinguished School—one of just 336 schools in the state to earn this honor.

In addition, our commitment to fostering a positive, inclusive school culture has earned us PBIS Platinum recognition, highlighting our systematic approach to supporting student behavior, social-emotional growth, and overall well-being. These accomplishments reflect the collective effort of staff, students, and families working together to create an environment where all learners can thrive.

We are committed to working together and building collective efficacy to support and enhance student learning. We are also committed to providing ALL students with opportunities to excel and grow academically while ensuring all students are afforded opportunities to grow leadership skills, build critical thinking skills, and learn to be productive citizens who are prepared to compete in a global economy. The Golden Valley staff is excited to serve all of our families; it is our mission to build strong home-school connections. Students who feel connected and who build strong relationships with staff are most likely to grow leaps and bounds.

2025-26 School Description and Mission Statement

Making #MAGIC happen every day consists of these five components:

M - Make Learning Visible – Learning you can see and hear
A - Analysis and Action – Data-driven instruction
G - Graduate Outcomes – Preparing students for college, career, and community
I - Instruction – Great Instruction the First Time (GIFT); Know our impact
C - Collective Efficacy – A staff's shared belief that through their collective action, they can positively influence student outcomes

If you believe it, you will see it.

Graduate Outcomes

Golden Valley staff will continue to support students in attaining proficiency in the Six Graduate Outcomes. Our fundamental goal is to prepare students early on for college, career, and beyond. Teaching and instilling in our students the importance of leadership skills and the power of being a powerful communicator, critical thinker, and ethical decision-maker is a top priority. Not only will we work to ensure that all students are academically excelling and producing quality work, but they will ultimately be productive citizens and contributing members of our society.

Dual Immersion

We are excited to provide our families with opportunities to enroll students in our Dual Immersion program beginning in Transitional Kindergarten. The Dual Immersion program now spans through 5th grade. Students are demonstrating proficiency in English and Spanish through the four domains of language: reading, writing, listening, and speaking. We are excited to see our students move on to the secondary level and receive the State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, which recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	130
Grade 1	86
Grade 2	93
Grade 3	95
Grade 4	100
Grade 5	99
Total Enrollment	603

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	0.2
Filipino	5
Hispanic or Latino	93.7
Native Hawaiian or Pacific Islander	0.3
White	0.8
English Learners	39.3
Homeless	3
Migrant	4.8
Socioeconomically Disadvantaged	91
Students with Disabilities	10

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.2	96.7	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	1	3.3	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.2	1.2	15831.9	5.67
Total Teaching Positions	30.2	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.2	87.68	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	2	6.43	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	2.64	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	1	3.22	12	6.25	14303.8	5.15
Total Teaching Positions	31.1	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.5	75.22	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	1.7	5.6	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.9	15.97	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	1	3.2	12.9	6.73	13705.8	4.91
Total Teaching Positions	31.2	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.8	4
Misassignments	0.00	0	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.8	4.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	12.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders 2023, Mcgraw Hill: Maravillas 2020	0
Mathematics	Great Minds: Eureka Math 2015	0
Science	McGraw Hill: CA Inspire Science	0
History-Social Science	Savvas: My World Interactive 2018	0
Visual and Performing Arts	Davis Publications: Explorations in Art	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Golden Valley has 33 classrooms, 1 library, 1 cafeteria, 1 STEM lab, 1 PE building, 1 Music room, 1 VAPA class, 2 Learning Centers with an Interventional Coach, an administration building, and a Kindergarten building that houses 2 Universal Transitional Kindergarten classes, 2 Kindergarten classes, 2 Dual Immersion Kindergarten classes, and one XRSP class.

Golden Valley also has 4 playgrounds with age-appropriate equipment. The lead custodian and principal found no facility issues that posed an emergency or threat to the safety of pupils or staff. Overall school rating EXEMPLARY

Cleanliness
The custodial team takes pride in maintaining our school facilities and grounds. Classrooms are cleaned and vacuumed regularly. The hallways and walkways are cleaned each week with the use of a gas-powered blower and/or pressure washer. Playground equipment is inspected monthly and replaced in a timely manner.

Year and month of the most recent FIT report November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer	
Interior: Interior Surfaces	X
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X
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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	45	41	45	47	48
Mathematics (grades 3-8 and 11)	34	39	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	291	285	97.94	2.06	45.26
Female	136	136	100.00	0.00	49.26
Male	155	149	96.13	3.87	41.61
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	276	270	97.83	2.17	45.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0

White	0	0	0	0	0
English Learners	117	112	95.73	4.27	22.32
Foster Youth	0	0	0	0	0
Homeless	14	11	78.57	21.43	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	269	263	97.77	2.23	42.97
Students Receiving Migrant Education Services	19	17	89.47	10.53	29.41
Students with Disabilities	31	31	100.00	0.00	32.26

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	289	99.66	0.34	39.10
Female	135	135	100.00	0.00	33.33
Male	155	154	99.35	0.65	44.16
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	275	274	99.64	0.36	38.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	116	116	100.00	0.00	20.69
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	7.14
Military	--	--	--	--	--

Socioeconomically Disadvantaged	268	267	99.63	0.37	38.58
Students Receiving Migrant Education Services	19	19	100.00	0.00	36.84
Students with Disabilities	31	31	100.00	0.00	25.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.31	22.92	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	96	100.00	0.00	22.92
Female	49	49	100.00	0.00	14.29
Male	47	47	100.00	0.00	31.91
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	19.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	30	30	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	89	100.00	0.00	21.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Golden Valley Elementary administration and staff focus on providing parents with multiple opportunities to be involved with parent workshops, meet and greet sessions, and participation in our School Site Council and English Learner Advisory Committee. Our School Site Council and English Learner Advisory Committee are comprised of parents and staff with the sole purpose of analyzing data and discussing the next steps to move and drive student achievement.

Golden Valley Elementary staff is committed to providing parents with literacy, mathematics and parenting engagement strategies by offering PIQE, 2 sessions are offered each year. PIQE workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success.

Home-school communication and partnerships are developed through annual events such as school carnival, Parent Conferences, Back to School Night, Open House, and various musical/drama programs.

Parents are informed of our school events through flyers, our automated phone system, ClassDojo, Apptegy, social media, and the school's home page online. Please contact Principal Mrs. Delgadillo @ 528-9004 if you would like more information.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	626	46	7.3
Female	317	307	24	7.8
Male	333	319	22	6.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	31	30	1	3.3
Hispanic or Latino	611	588	45	7.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	271	255	18	7.1
Foster Youth	--	--	--	--
Homeless	33	33	6	18.2
Socioeconomically Disadvantaged	606	585	45	7.7
Students Receiving Migrant Education Services	34	34	3	8.8
Students with Disabilities	83	78	8	10.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.3	0.45	1.38	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.38	0.00
Female	0.63	0.00
Male	2.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.74	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.20	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Golden Valley Elementary Safety Plan ensures that our school campus provides a safe environment for students, staff, and the public. This environment ensures students have a place to foster educational, social, and emotional growth. The plan is reviewed by the Golden Valley School Site Council on an annual basis. The plan is also reviewed annually by the faculty of Golden Valley Elementary School. It was last reviewed in September of 2025. Golden Valley Elementary School implements the Positive Behavior Intervention System, known as PBIS. This is a school environment plan that emphasizes the expected behavior of our staff and students. Golden Valley Elementary School emphasizes that students are safe, respectful, and responsible. This campus-wide program has both an educational component and an intervention system for students. Our school has been recognized as a Platinum Model School for the 2024-2025 school year. Safety meetings take place bi-monthly at the District Office, led by Mrs. Sunsie Tumacder, and are facilitated on-site with staff by the Learning Director. Each site has a comprehensive plan, and presentations are delivered to all staff. Golden Valley administration reviews the site safety plan with staff each September, and ongoing updates are given throughout the year. Site administration meets with staff, parents, and leadership teams often to discuss safety procedures and protocols. In addition, Golden Valley conducts monthly practice drills. Drills include Fire, Earthquake, Duck and Cover, Lockdown, and Shelter in Place. Our local Sheriff's Department supports us in our efforts. We have also partnered with ActVnet, a monitoring system that requires that all buildings and gates are numbered and visible from land and air. To ensure safety, we have had the fortunate ability to add security cameras in all locations on campus that can be remotely accessed by law enforcement.

Every staff member on campus has a safety folder that includes the following.
Site Directory
Emergency Telephone List
Bell Schedule
Crisis Management Procedure
Campus Emergency Assignments
Emergency Evacuation Locations
Teacher "Buddy" List
District Directory
Emergency Response Procedures: Evacuation
Emergency Response Procedures: Shelter In Place
Emergency response procedures: Drop and Cover
Emergency Response Procedures: Lockdown.

In addition, our Safety Plan is reviewed by our School Site Council frequently throughout the year to make changes as needed.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	8	0
1	20	3	4	0
2	22	2	5	0
3	21	6	6	0
4	24	10	8	0
5	26	2	14	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	6	0
1	23	0	6	0
2	22	10	3	2
3	22	9	4	1
4	24	10	2	2
5	22	10	3	2
6	0	0	0	0
Other	46	0	0	1

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	8	4	2
1	22	7	5	2
2	23	6	6	2
3	22	11	2	2
4	25	6	6	2
5	23	9	4	2

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	618

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,535.35	$ 2,180.63	$ 9,104.20	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.
Categorical
Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Accelerated Reader)

Fiscal Year 2024-25 Types of Services Funded

Supplemental books and reference materials
Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional Coaches, travel and conference, professional services)
Supplemental materials and supplies
Non Cap Equipment (technology)
LCFF/LCAP
The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

Professional Development

Professional Learning takes place on an ongoing basis at Golden Valley Elementary. We are fortunate to have two full-release academic coaches. Coaches meet regularly to provide informal support as well as formal coaching cycles where data is collected and analyzed. Planning takes place to help support teachers in providing high-quality instruction to students. Professional Learning takes place monthly for 1-2 hours on selected topics based on instructional needs. Teachers have one hour of learning new information and then have one hour of planning and implementation time. We have a strong focus on literacy, and our goal is to ensure that 90% of all second graders are reading on grade level by the end of the year and maintain proficiency.

Teachers also participate in weekly grade-level Professional Learning Communities for 90 minutes, where they plan and review learning progressions, review upcoming assessments, review assessment data, and plan the next steps to improve student achievement.

The administrative team meets three times a year with each grade level to discuss goals and student achievement data. During this meeting, 4 essential questions are discussed:
1. What do we expect our students to learn? (Goals/Expectations)
2. How will we know they are learning? (Assessment)
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they already know it? (Enrichment)

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

Palm Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Palm Elementary School
Street	12915 Ave 419
City, State, Zip	Orosi, CA 93647
Phone Number	559-528-4751
Principal	Mrs. Yovana Castillo
Email Address	yocastillo@cojusd.org
School Website	http://www.cojusd.org/
Grade Span	Preschool-5th
County-District-School (CDS) Code	54-71860-6053938

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojusd.org
District Website	www.cojusd.org

2025-26 School Description and Mission Statement

Located in a farming community of the Central Valley and a 45-minute drive to the Sequoia National Park, Palm Elementary, a California Gold Ribbon School and California Title 1 Distinguished School, serves as one of the hubs of this small unincorporated community. Our beautiful building is one of three schools located within one square mile of the Cutler-Orosi Joint Unified School District. Palm Elementary School is located in Orosi, situated in Tulare County, and serves students in Preschool through Fifth Grade following a traditional calendar. The school mascot is the Panther and the school colors are hunter green and black.

At the beginning of the 2025-26 school year, 575 students were enrolled, including 96.2% Socioeconomically Disadvantaged and 37% English Learners. Palm has approximately 33 certificated staff members, 20 classified instructional aides, 8 preschool aides, a classified librarian, a PE Technician, and 20 other classified staff members.

District Vision and Mission: Mission - Educating Minds, Inspiring Futures. Vision: All students will be college, career, and community-ready and prepared to compete in a global economy.

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

Mission Statement:
Palm Elementary School creates a student-centered learning environment that serves the whole child in grades ranging from preschool through 5th Grade. We enable students to prepare for their future by developing the skills, knowledge, and confidence necessary to seek a meaningful life, both individually and as productive members of the community.

School Profile and Description:
Palm Elementary School serves a culturally diverse community of students, parents, and staff that strives to create a peaceful environment in which each person is treated with unconditional positive regard and acceptance. Within such an environment, students are empowered and inspired to reach their full academic, emotional, and physical potential in their development as

2025-26 School Description and Mission Statement

lifelong learners. The staff at Palm Elementary is fully committed to implementing, utilizing, and overseeing an intensive, balanced, standards-based curriculum to ensure the success of each child. A particular emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency in state standards and curriculum. Staff and parents work together to create a learning environment that has high academic expectations, promotes students' social, emotional, and physical development, teaches responsibility and pride, and models learning as a lifelong endeavor. We are excited about our school, its regular program, as well as our intervention programs, and welcome all to support our efforts.

Through rigorous academic standards, high expectations, and a comprehensive and coordinated curriculum (including Visual and Performing Arts), Palm Elementary, in partnership with our District and community, will prepare students with the knowledge and skills necessary to excel in higher education, careers, society, and life with empowered confidence to fulfill their dreams and aspirations for the future.

The staff at Palm School works diligently to constantly improve the educational experience for all students. The goal for the 2025-26 school year is to increase student achievement in ELA and Math sufficiently to meet local assessment and CAASPP growth targets for school-wide and significant subgroups. Our Panther P.R.I.D.E expectations serve as a guiding framework for promoting kindness, empathy, and responsible behavior among our students. We encourage each child to be Positive, Respectful, Integrity, Determined, and Excellence, both in and out of the classroom. By embodying these principles, we can foster an environment that encourages academic success, personal growth, and the development of strong character.

Palm School encouraged our parents and students to build strong family relationships as a priority. We all know that students learn at home, at school, in our community, and with their peers. We need to develop an action plan that incorporates home, school, and the community. We encourage parents to actively participate in these endeavors as strong partnerships between home and school are vital for student success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	92
Grade 2	90
Grade 3	71
Grade 4	91
Grade 5	95
Total Enrollment	573

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	1.7
Hispanic or Latino	96
White	1.4
English Learners	41.4
Foster Youth	0.7
Homeless	6.1
Migrant	3.5
Socioeconomically Disadvantaged	94.8
Students with Disabilities	13.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.4	96.07	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	1	3.93	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.2	1.2	15831.9	5.67
Total Teaching Positions	25.4	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.4	93.26	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	3.08	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	1	3.67	12	6.25	14303.8	5.15
Total Teaching Positions	27.2	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.4	90.41	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	0	0	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.7	6.04	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	1	3.55	12.9	6.73	13705.8	4.91
Total Teaching Positions	28.1	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.8	1
Misassignments	0.00	0	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.8	1.7

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	14
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders 2023	0
Mathematics	Great Minds, Eureka Math 2015	0
Science	McGraw Hill CA Inspire Science	0
History-Social Science	Savvas, My World Interactive 2018	0
Foreign Language	n/a	
Health	n/a	
Visual and Performing Arts	Davis Publications: Explorations in Art	
Science Laboratory Equipment (grades 9-12)	n/a	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The Principal and Lead Custodian inspect Palm Elementary School on a monthly basis. Palm Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place in November 2025. During the survey, there were no noted deficiencies in the school inspection survey by the principal and custodian.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate 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	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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	51	41	45	47	48
Mathematics (grades 3-8 and 11)	42	47	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	258	99.61	0.39	51.16
Female	138	138	100.00	0.00	52.17
Male	121	120	99.17	0.83	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	245	244	99.59	0.41	52.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	101	100.00	0.00	28.71
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	36.84
Military	0	0	0	0	0
Socioeconomically Disadvantaged	249	248	99.60	0.40	51.61
Students Receiving Migrant Education Services	14	14	100.00	0.00	42.86
Students with Disabilities	36	36	100.00	0.00	38.89

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	257	99.23	0.77	47.47
Female	138	138	100.00	0.00	45.65
Male	121	119	98.35	1.65	49.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	245	243	99.18	0.82	47.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	100	99.01	0.99	28.00
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	38.89
Military	0	0	0	0	0
Socioeconomically Disadvantaged	249	247	99.20	0.80	48.18
Students Receiving Migrant Education Services	14	14	100.00	0.00	35.71
Students with Disabilities	36	35	97.22	2.78	37.14

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.—

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.61	15.63	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	98	100.00	0.00	17.35
Female	56	56	100.00	0.00	16.07
Male	42	42	100.00	0.00	19.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	16.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	29	100.00	0.00	6.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	95	100.00	0.00	17.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	28.57

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Palm Elementary School, it is evident that parents are not only welcomed but also embraced as co-educators and seen as valuable resources within their child's educational experience. We view education as a partnership and believe that schools improve when teachers and parents act as a team to reinforce each other's efforts in delivering quality education. The School Site Council (SSC) is made up of parents and teachers who together suggest how funds will be spent along with other important school decisions. We have a large number of community volunteers throughout the year at Palm Elementary School. Our parents are an integral part of our site strategic plan and are partners in completing our Local Control Accountability Plan (LCAP) each year. Several parents meet yearly to review and update our plan which drives our focus and instruction throughout the year. We are proud to say that parents are truly an essential part of the educational process at Palm Elementary School.

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group (English Learner Advisory Committee (ELAC) and SSC), or simply attending school events. Parents stay informed of upcoming events and school activities through automated telephone messages, parent square, the school marquee, school event calendar, school notices, and the District and school websites. Contact the school office at (559) 528-4751 for more information on how to become involved in your child's learning environment.

These are some of the many opportunities available to become involved at Palm School:

1. Opportunities to volunteer- Chaperone, Classroom Helper, Library Assistant, Office Helper, Student Picture Day, Reading to Students, Evening Events, Charitable Causes for Students, After School, GATE Activities, Family Fun Nights, School Projects Preparation, Canned Food Drive, Book Fairs and Field Trips.

2. Committees - English Learner Advisory Council, District English Learner Advisory Council, School Site Council, Positive Behavior Intervention & Supports (PBIS) Committee

2025-26 Opportunities for Parental Involvement

3. School Activities- Back to School Night, Open House Student, Performances Awards Assemblies, GATE Programs, Monthly Family Fun Night Family, College, and Career Guest Speakers, Book Talks, Educational & Enrichment Assemblies, After School Intervention Programs, Student Leadership Team, Veteran's Day Parade, Before and After School Book Club, Reading Buddy Program, Parenting Partners, Calm and Kind leadership development

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	619	595	40	6.7
Female	316	307	23	7.5
Male	303	288	17	5.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	594	571	39	6.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	266	252	15	6.0
Foster Youth	--	--	--	--
Homeless	45	45	3	6.7
Socioeconomically Disadvantaged	588	570	39	6.8
Students Receiving Migrant Education Services	26	24	3	12.5
Students with Disabilities	95	94	10	10.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.33	0.33	0.81	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.17	0	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81	0.00
Female	0.00	0.00
Male	1.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.11	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Palm Elementary School in collaboration with local agencies and the District Office. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in August and October 2025. Additionally, we ensure our school and grounds are safe. The staff monitors our campus before, during, and after school, and maintains monthly Facility Inspection Tool (FIT) reports. An assertive discipline plan is strictly enforced. We have an adequate number of playground supervisors during recess and routinely review playground safety rules with students. Fire, earthquake, and emergency drills are conducted monthly Positive Behavior Intervention Support (PBIS) is implemented at our school, and there is an emphasis on positive reinforcement and good choices.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	6	0
1	24	0	3	0
2	21	4	4	0
3	23	0	10	0
4	23	0	13	0
5	19	4	10	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	22	0	4	0
2	20	6	4	1
3	22	6	4	2
4	24	6	4	2
5	23	5	5	2
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	6	3	1
1	23	6	4	2
2	23	6	4	2
3	19	6	4	1
4	23	6	4	2
5	24	6	4	2

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	547

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,665.67	$ 1,579.02	$ 9,836.13	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

Palm Elementary School has various before/after school enrichment opportunities that support student learning and recreation. During the instructional day, reading intervention teachers work with students in grades K-5th grade on decoding and comprehension skills. We also have English Learner Academy for our students in grades 1 to 5.

A variety of additional programs and services are provided through categorical or other funds.
Categorical
Supplemental instructional programs (after-school tutorials, instructional aides, Lexia, Accelerated Reader)
Supplemental books and reference materials
Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional Coaches, travel and conference, professional services)
Supplemental materials and supplies
Non Cap Equipment (technology)
LCFF/LCAP
ELOP

Fiscal Year 2024-25 Types of Services Funded

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

Professional Development

Cutler-Orosi School District Professional Development is committed to supporting teacher learning and student learning with services designed by leading education experts (Cutler-Orosi Content Coaches and Tulare County Office of Education Staff). Palm School participates in a 1-2 hours monthly after-school Extended Professional Learning sessions. Teachers are given professional learning with on-site workshop to help teachers deepen their understanding of scientifically based instruction, build upon their own content knowledge, and learn to implement pedagogical best practices in the classroom. In addition, new teachers participate in the TIPS program. On-site support providers help teachers complete their requirements. Supporting English Learners (EL) students to improve and meet the needs of all students through deployments is the focus of each teacher. Instructional Coaches are also utilized to improve student outcomes. Palm Elementary School devoted one day in November instructional practices.

2024-2025 Professional Development for Cutler-Orosi Unified School District's certificated and classified staff is robust: district-wide professional development; weekly collaboration and professional growth for school sites, departments, or grade level teams; and District leadership teams, collaboration, and curriculum development beyond the scope of the school day.

District-wide professional development: All staff, classified and certificated, participated in the professional development centering on Multi-Tiered Systems of Support (MTSS) with a focus on behavioral, social-emotional, and academic learning. Staff received Professional Learning. This consists of health/safety procedures, comprehensive safety plan, arm intruder, Institute for Multi-Sensory Education, Rocket Math, Writing Calibrations, Step Up to Writing, Sobrato Early Academic Language, Aeries, Guided Reading, Shared Reading, Social-Emotional Learning, Students with Disabilities, English Learner, Number Talks, Level Literacy Intervention (LLI), and anchor charts.

Weekly collaboration and professional growth for school sites: All teachers receive approximately 1.5 hours each Wednesday for staff meetings, site- and district-based Professional Learning, department/grade-level meetings, and/or articulation between grades, departments, and sites.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

El Monte Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	El Monte Middle School
Street	42111 Rd 128
City, State, Zip	Orosi, CA 93647
Phone Number	559-528-3017
Principal	Dr. Larissa Goosev
Email Address	largoosev@cojusd.org
School Website	http://elm.cojusd.org/
Grade Span	
County-District-School (CDS) Code	54-71860-6118111

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojusd.org
District Website	www.cojusd.org

2025-26 School Description and Mission Statement

El Monte Middle School is in Orosi, California, and is nestled near the base of the Sequoia National Park and Kings Canyon National Park. El Monte Middle School campus covers over one million square feet of classrooms, soccer fields, basketball courts, baseball and softball fields. El Monte Middle School is home to approximately 850 students in grades 6, 7, and 8. The staff at El Monte is committed to meeting the instructional, social-emotional, and behavioral needs of every student via research-informed best practices, high-quality instructional strategies, online educational programs, and traditional instructional classroom environments. Teachers embrace this commitment by providing the GIFT: Great Instruction the First Time. All departments engage in weekly data analysis where students' academic growth is monitored and instructional planning takes place. Our goal is to increase reading comprehension, literacy skills, and provide instruction that truly meets the needs of all students. El Monte Middle School continues to have high expectations for students by providing high-quality instruction, setting grade level performance expectations, and by enforcing school-wide eligibility for extracurricular events. We will continue to promote high academic expectations and offer incentives for students who meet eligibility. All students have an opportunity to participate in an extra or co-curricular activity that extends beyond the classroom. El Monte Middle School's motto "Lobos LEAD" is a constant reminder to Lead, Engage, Accept Everyone and be Dependable.Our forward-thinking team of educators understand that this belief begins with us.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	280
Grade 7	282
Grade 8	282
Total Enrollment	844

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	0.1
Filipino	2.1
Hispanic or Latino	96.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	0.5
English Learners	34.5
Foster Youth	0.4
Homeless	3.6
Migrant	4
Socioeconomically Disadvantaged	97.2
Students with Disabilities	9.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.1	74.28	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	4.9	10.84	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	9.04	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.3	5.04	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0.3	0.74	2.2	1.2	15831.9	5.67
Total Teaching Positions	46	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.9	75.51	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	4	9.45	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5	11.81	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	1.3	3.21	12	6.25	14303.8	5.15
Total Teaching Positions	42.3	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.8	75.13	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	4.8	11.86	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	4.09	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	4.92	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	1.6	3.95	12.9	6.73	13705.8	4.91
Total Teaching Positions	41	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	4.00	5	0.9
Misassignments	0.10	0	0.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.10	5	1.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.30	0	2
Total Out-of-Field Teachers	2.30	0	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.8	0	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Study Sync ELA 6-8 Digital & Print Curriculum	0
Mathematics	OER "Illustrative Math": Blended and Distance learning program online	0
Science	McGraw Hill: California Inspire Science Integrated Grade 6, 7,8 Premium Print & Digital 8YR bundle w/Syncblasts	0
History-Social Science	Pearson: My World INTERACTIVE California World History: Ancient Civilizations and Student Consumables Pearson: My World INTERACTIVE California World History: Medieval and Early Modern Times and Student Consumables Pearson: My World INTERACTIVE California World History: Growth and Conflict	0
Foreign Language	Vista Higher Learning: Senderos	0
Health	Standards Aligned Units of Study	
Visual and Performing Arts	Standards Aligned Units of Study	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

At El Monte Middle School, we strive to provide students with a school environment that is safe, clean, and well-maintained. El Monte currently has four campus security personnel who provide supervision throughout the day. In addition, it is an expectation that teachers provide additional supervision during the passing periods and after school. Campus custodians work diligently to ensure facilities are clean and in good working condition. At El Monte Middle School, we understand that the condition of our school facilities directly affects the culture and climate of our campus. Facilities are regularly inspected to guarantee that the cleanliness and overall functionality are exemplary. Alarm systems are updated and regularly checked. Each classroom has been equipped with a projector, TV or Smart Board, document camera, and a voice amplifier system.

Year and month of the most recent FIT report	December 2025

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate 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	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

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	42	41	45	47	48
Mathematics (grades 3-8 and 11)	19	23	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	851	835	98.12	1.88	42.28
Female	407	400	98.28	1.72	47.00
Male	444	435	97.97	2.03	37.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	82.35
Hispanic or Latino	821	807	98.29	1.71	41.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	266	252	94.74	5.26	9.13
Foster Youth	--	--	--	--	--
Homeless	41	34	82.93	17.07	17.65
Military	0	0	0	0	0
Socioeconomically Disadvantaged	828	812	98.07	1.93	41.50
Students Receiving Migrant Education Services	43	38	88.37	11.63	28.95
Students with Disabilities	79	78	98.73	1.27	8.97

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	850	847	99.65	0.35	22.55
Female	407	405	99.51	0.49	19.01
Male	443	442	99.77	0.23	25.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	52.94
Hispanic or Latino	820	818	99.76	0.24	21.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	266	265	99.62	0.38	1.89
Foster Youth	--	--	--	--	--
Homeless	41	41	100.00	0.00	2.44
Military	0	0	0	0	0
Socioeconomically Disadvantaged	827	824	99.64	0.36	21.97
Students Receiving Migrant Education Services	43	43	100.00	0.00	11.63
Students with Disabilities	79	77	97.47	2.53	2.60

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.06	18.37	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	284	98.61	1.39	18.31
Female	142	139	97.89	2.11	13.67
Male	146	145	99.32	0.68	22.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	274	271	98.91	1.09	17.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	82	80	97.56	2.44	1.25
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	283	279	98.59	1.41	18.28
Students Receiving Migrant Education Services	17	17	100.00	0.00	0.00
Students with Disabilities	19	17	89.47	10.53	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	96%	96%	96%	96%	96%
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and families of El Monte students are welcomed and encouraged to participate in school functions. Our Community Schools Coordinator hosts community outreach at our campus and invites parents in, providing multiple opportunities for parents to be involved in their child's education. Parents are invited to eat breakfast or lunch with their child each month through Donuts with Grownups, Pastries with Parents, or Lobo Lunch events. During these events, school administration provides training to parents on attendance and eligibility requirements. The English Learner Advisory Committee (ELAC), Student Site Council (SSC) committee, Parent Training Programs (Parenting Partners, Calm and Kind, and Parent Institute for Quality Education), Pathways, and Academy Informational Meetings are some of the current opportunities for parents to stay involved. In the ELAC committee, parents assist in the decision-making of the academic opportunities that best support the needs of English Language Learners. This committee, like SSC, meets to hear about the District's and school's plans as well as to work in partnership with the school when planning school-wide events and initiatives to support the educational experience for all students. The school's SSC committee similarly directs its efforts to the entirety of the school. Like the ELAC team, SSC utilizes parent input to make decisions that directly impact students at El Monte. Other opportunities for parental involvement are provided through student programs such as the Rural Education for Americans Project (REAP) and elective classes where parents participate in parent meetings, parent training, and/or other events that further support their student's academic endeavors. Finally, parent conferences, our annual Spring Fling Carnival, and back-to-school nights also provide parents additional opportunities to stay engaged with the school and their child's education. Parents can communicate with teachers through Thrillshare/Apptegy, can create their own Aeries parent account linked to all of their students who attend schools in our district, and are invited into their child's Google Classroom.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	886	872	99	11.4
Female	425	418	58	13.9
Male	461	454	41	9.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	18	18	0	0.0
Hispanic or Latino	856	842	95	11.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	314	308	47	15.3
Foster Youth	--	--	--	--
Homeless	43	43	10	23.3
Socioeconomically Disadvantaged	862	850	97	11.4
Students Receiving Migrant Education Services	48	48	10	20.8
Students with Disabilities	84	82	15	18.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.93	7.41	7.11	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.73	0.11	0.45	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.11	0.45
Female	3.53	0.00
Male	10.41	0.87
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	5.56	0.00
Hispanic or Latino	7.13	0.47
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	8.92	0.64
Foster Youth	0.00	0.00
Homeless	6.98	0.00
Socioeconomically Disadvantaged	7.31	0.46
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

El Monte Middle School has developed a comprehensive safety plan focused on creating a secure, supportive, and engaging learning environment for all students. The plan, effective from August 2025 through June 2026, is organized around two key components that address both the school climate and physical environment.

Component 1: People and Programs (The School Climate)

Goal #1: Attendance Enhancement Initiative
The school has established an ambitious goal to increase its overall attendance rate to 96% across all grade levels. Under the leadership of the Assistant Principal, social workers, grade-level counselors, and the PBIS Team, this initiative employs a multi-faceted approach to encourage regular attendance. The school runs weekly eligibility reports through the Aeries system to track attendance patterns and identify students who may need additional support.
To promote consistent attendance, the school has implemented special recognition events for students meeting attendance goals and provides regular parent presentations on the importance of daily attendance. When students fall below the 95% attendance threshold, both students and parents receive notifications. For cases involving excessive tardies or absences, the school utilizes SART (School Attendance Review Team) contracts to develop individualized support plans.
The site administration and PBIS Team conduct monthly reviews of attendance data to adjust strategies as needed, while the leadership team performs quarterly analyses to evaluate overall effectiveness. Additionally, the office team recognizes classrooms achieving the highest attendance rates, fostering a culture of accountability and celebration around regular attendance.

Goal #2: Student Safety and Well-Being
A critical objective within the safety plan is to increase the percentage of students who feel safe at school by 10%, moving from 54% to 64% as measured by the California Healthy Kids Survey (CHKS). This goal is spearheaded by the Assistant Principal, counselors, and PBIS Team, who have designed a comprehensive set of engagement and recognition programs.
These initiatives include monthly Lobo LEAD awards, Lobo Lunch events with parents, Fun Friday activities, and attendance awards. The school also provides extended learning opportunities, after-school sports programs, a robust Visual and Performing Arts program, a STEM Lab, and an ESports Room—all designed to create a welcoming environment where students feel connected, valued, and safe.

Component 2: Places (The Physical Environment)

Goal #3: Behavioral Support and Suspension Reduction
El Monte Middle School has set a goal to reduce student suspensions by 25% compared to the 2024-2025 school year. Site administration, the PBIS Team, and counselors lead this effort through proactive monitoring and intervention strategies.
Monthly site meetings are held to review and analyze behavior patterns and identify areas requiring additional support.
The team conducts daily monitoring of student referrals and creates individualized behavior support plans for students exhibiting repeated behavioral challenges. Student Advocates provide Tier 2 support and guidance to help students develop positive behavioral strategies. The school has also implemented structured recognition systems—including music privileges, Fun Friday activities, and access to the Lobo Store—to reinforce favorable behaviors and create a positive school culture.

Goal #4: Chronic Absenteeism Reduction
Recognizing the connection between regular attendance and student safety and success, the school aims to reduce chronic absenteeism by 3% compared to the previous school year. The Assistant Principal, Educational Social Worker, and counselors collaborate on this initiative, which includes several innovative approaches.
The school has invested in sports equipment for brunch and lunch activities to increase student engagement during the school day. An attendance competition and the implementation of the Minga Application provide additional motivation. The goal is to increase Minga usage by 25%, with teacher participation tracked in the weekly Monday Memo. The Little "O" Store opens monthly as an incentive for students demonstrating positive attendance habits.

Family engagement represents another cornerstone of this effort. The school provides parents with two quarterly attendance meetings per semester and shares attendance overviews at all school-related events. For students requiring more intensive support, the school offers targeted, customized interventions including case management and progress monitoring by grade level. The school has also increased collaboration with the School Resource Officer (SRO) for home visits when necessary to address attendance barriers and ensure student welfare.
Monitoring and Accountability

Throughout the implementation of these safety goals and objectives, El Monte Middle School maintains rigorous monitoring systems. Data is collected and analyzed on multiple timelines depending on the specific goal. This continuous evaluation

2025-26 School Safety Plan

allows the school to identify trends, celebrate successes, and adjust strategies to ensure all students have access to a safe, supportive learning environment conducive to academic and personal growth.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	6	21	4
Mathematics	34	0	18	4
Science	29	0	22	0
Social Science	29	0	22	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	26	
Mathematics	26	4	19	
Science	27	3	19	
Social Science	26	4	19	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	24	
Mathematics	22	14	12	
Science	27	2	19	
Social Science	27		21	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	297.67

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,422.52	$ 1,689.35	$ 7,482.65	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

El Monte Middle School provides a variety of additional programs and services through categorical and other supplemental funds. These categorical funds support supplemental instructional programs such as after-school tutorials, instructional aides, and the AVID program. Additional categorical funding is allocated for supplemental books and reference materials, services including WiFi and program licenses, professional learning opportunities for staff through instructional coaches, travel and

Fiscal Year 2024-25 Types of Services Funded

conference expenses, and professional services. Funding also covers supplemental materials and supplies, as well as non-capitalized equipment such as technology.

The majority of supplemental funds are comprised of Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) funding. All actions and services provided through the LCAP are supplemental in nature and are strategically aligned to the district's three main goals: achieve academics, build human capacity, and create effective and efficient systems. For more detailed information about the district's LCAP plan and its initiatives, please visit the district website at www.cojusd.org.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

Professional Development

El Monte Middle School provides teachers with monthly extended professional learning and after-school opportunities. As El Monte continues to focus on serving the whole student, departments are involved in book studies that support the effect size of the strategies we are implementing on a daily basis. Professional learning is delivered by site administration and the site instructional coaches and leads. At these monthly extended professional learning days, teachers are provided with 1 hour of learning, followed by an hour of application of the skills taught. This application time is comprised of teachers unpacking standards, developing learning and language targets, and reassessing their pacing while collaborating with other teachers to meet the needs of our students. These learning opportunities are planned and determined based on assessment data that teachers analyze weekly through a learning log. Professional learning is supported by daily classroom visits by site administration to determine if the skill set learned is being utilized to its fullest intent. More so, professional learning communities are centered around new learning and foster an environment where colleagues hold each other accountable for applying new knowledge. Teachers are supported through the implementation of the professional learning they receive through coaching cycles with our academic coach and feedback provided by the administration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

Orosi High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Orosi High School
Street	41815 Road 128
City, State, Zip	Orosi
Phone Number	5595284731
Principal	Oscar Villasenor
Email Address	oscarvillasenor@cojusd.org
School Website	http://ohs.cojusd.org/
Grade Span	
County-District-School (CDS) Code	54718605433230

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojusd.org
District Website	cojusd.org

2025-26 School Description and Mission Statement

As the only comprehensive high school in the Cutler-Orosi Joint Unified School District, Orosi High School is dedicated to providing a rich and rigorous learning environment where every student has the opportunity to "Dream Big, Work Hard, and Give Back." Our academic program is robust, covering the full range of subjects necessary for student success, including a wealth of courses that meet the rigorous A-G requirements for admission to the California State University and University of California systems. We pride ourselves on preparing students for post-secondary education through advanced coursework such as Advanced Placement and Honors classes, as well as Dual Enrollment partnerships. Our status as an AVID (Advancement Via Individual Determination) National Demonstration School underscores our commitment to equipping all students with the skills for college, career, and community readiness. This foundation is further strengthened by competitive academic teams like Mock Trial and Academic Decathlon.

Orosi High School recognizes the importance of career preparedness and offers a comprehensive Career Technical Education (CTE) program that provides personalized support, work-based learning, and internship opportunities. We feature three established Career Pathway Academies: the Career Pathway Academy of Engineering and Green Technology, the Career Pathway Academy of Health Sciences, and the Career Pathway of Sustainable Agriculture. These are complemented by additional pathways in key industry sectors, including Administrative Law & Justice, Patient Care: Nursing, Business and Finance, Construction Trades, Public Safety, and Arts Media and Entertainment. Furthermore, through valuable partnerships with Valley Regional Occupational Programs (VROP) and Reedley Community College, students can enroll in advanced programs like Natural Resources – Wildland Firefighting, Engineering Technology, and Aviation and Flight Science. Beyond academics and CTE, students thrive through participation in robust sports programs for both male and female athletes, and they develop leadership skills in competitive organizations like Future Farmers of America (FFA), HOSA - Future Health Professionals, and SkillsUSA, ensuring they are prepared to compete in a global economy as leaders in their fields.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	312
Grade 10	326
Grade 11	271
Grade 12	199
Total Enrollment	1,108

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Asian	0.3
Black or African American	0.2
Filipino	3.2
Hispanic or Latino	95.4
Native Hawaiian or Pacific Islander	0.1
White	0.7
English Learners	28.7
Foster Youth	0.5
Homeless	3.4
Migrant	3.5
Socioeconomically Disadvantaged	97
Students with Disabilities	6.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.5	69.45	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	5.7	11.51	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	8.29	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	6.91	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	1.8	3.8	2.2	1.2	15831.9	5.67
Total Teaching Positions	49.7	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38	68.81	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	5.8	10.63	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	5.77	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.57	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	7.2	13.16	12	6.25	14303.8	5.15
Total Teaching Positions	55.3	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.2	65.52	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	3.8	7.15	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	7.65	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	5.37	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	7.7	14.3	12.9	6.73	13705.8	4.91
Total Teaching Positions	53.8	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.90	0	2.9
Misassignments	3.10	3.1	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.10	3.1	4.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.80	0.8	0.8
Local Assignment Options	1.50	0	2
Total Out-of-Field Teachers	3.40	0.8	2.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.1	8.4	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.7	2.4	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1: Expository Reading Writing Curriculum/2021 English 2: Expository Reading Writing Curriculum/2021 English 3: Expository Reading Writing Curriculum/2021	0
Mathematics	Math 1: Savvas enVision Integrated Mathematics 2020 Math 2: Savvas enVision Integrated Mathematics 2020 Math 3: Savvas enVision Integrated Mathematics 2020	0
Science	Integrated Science: Conceptual Physics: Pearson Biology: SAVVAS: California Miller & Levine Experience Biology Chemistry: Inspire Chemistry 2020 by McGraw Hill Physics: Pearson Physics	0
History-Social Science	World History/Geography: Standards Aligned Units of Study DBQ US History: United States History & Geography: McGraw Hill Econ: Economics Principals and Practices Civics: United States Government Democracy in Action; Remy	0
Foreign Language	Spanish 1: Senderos 1/Spanish for a Connected World by VHL Spanish 2: Senderos 2/Spanish for a Connected World by VHL Spanish 3: Senderos 3/Spanish for a Connected World by VHL AP Spanish: Temas: Vista Higher Learning	0
Health	Health Connected: Teen Talk and standards aligned units of study	0
Visual and Performing Arts	Standards aligned units of study	0
Science Laboratory Equipment (grades 9-12)	Curriculum based lab materials	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Orosi High School is deeply committed to upholding the highest standards of cleanliness and ensuring that our facilities provide a safe, welcoming, and supportive environment for all members of our community. Maintaining a consistently clean and orderly campus is a top priority, achieved through a rigorous system of regular inspections and strict maintenance protocols that apply to classrooms, restrooms, common areas, and outdoor spaces. Accountability is supported by weekly planning meetings between custodial leadership and administration to assess standards and prepare for upcoming events. Furthermore, quarterly meetings are held with all custodial staff to clearly communicate expectations, foster two-way communication, and identify systemic improvements, ensuring staff input is incorporated into enhancing service delivery. A formal feedback system is also in place, allowing students and staff to promptly report any cleanliness concerns for immediate resolution.

Our commitment to continuous improvement is evident in the exciting development projects currently underway, which reflect our dedication to meeting the evolving needs of our students. We are proud that the construction of our new, state-of-the-art aquatic complex is complete. This facility will significantly enhance our athletic programs, support student wellness through swim lessons, and provide a valuable resource for the broader community. Simultaneously, we have expanded our commitment to the arts with the addition of our performing arts building. Phase one of this project, which includes specialized classroom spaces, is already complete and being utilized for music and theater instruction. Phase two, now in development, will feature a fully equipped main stage, audience seating, rehearsal rooms, and cutting-edge lighting and sound systems, promising to dramatically enrich student experiences in drama, music, and performance. Through thoughtful planning, collaborative input, and continued investment, Orosi High School is shaping a campus that supports excellence in all facets of student life.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate 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	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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	57	41	45	47	48
Mathematics (grades 3-8 and 11)	15	16	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	261	98.86	1.14	57.47
Female	118	117	99.15	0.85	56.41
Male	146	144	98.63	1.37	58.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	251	248	98.80	1.20	56.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	61	58	95.08	4.92	8.62
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	256	98.84	1.16	57.03
Students Receiving Migrant Education Services	13	11	84.62	15.38	36.36
Students with Disabilities	11	11	100.00	0.00	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	263	99.62	0.38	16.35
Female	118	117	99.15	0.85	11.97
Male	146	146	100.00	0.00	19.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	251	250	99.60	0.40	16.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	61	61	100.00	0.00	3.28
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	258	99.61	0.39	16.28
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Students with Disabilities	11	11	100.00	0.00	9.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.85	22.77	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	472	470	99.58	0.42	22.77
Female	217	215	99.08	0.92	22.33
Male	255	255	100.00	0.00	23.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	31.58
Hispanic or Latino	444	442	99.55	0.45	22.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	103	103	100.00	0.00	1.94
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35
Military	0	0	0	0	0
Socioeconomically Disadvantaged	459	457	99.56	0.44	22.76
Students Receiving Migrant Education Services	20	20	100.00	0.00	15.00
Students with Disabilities	24	24	100.00	0.00	0.00

2024-25 Career Technical Education Programs

Orosi High School offers a comprehensive and deeply engaging Career Technical Education (CTE) program, structured around both two-year pathways and specialized four-year Academies. The three established Academies are the Academy of Engineering and Green Technology (AEGT), the Academy of Health Sciences (AOHS), and the Academy of Sustainable Agriculture (AOSA). Project-based and work-based learning is the driving force within each of these programs, ensuring students gain practical, real-world experience. The Academies operate under the scope of the National Academy Foundation (NAF), which allows participating students to pursue NAF Track Certification. To achieve this certification, students must successfully complete the full pathway program of study, fulfill local high school graduation requirements, and complete over 80 hours of internships culminating in a positive employer assessment. This rigorous approach has been highly successful: both the AEGT and AOHS have earned the prestigious NAF Distinguished Model School status, a testament to the quality and effectiveness of the programs. Furthermore, all core courses within the Academy of Sustainable Agriculture (AG Science 1, Plant Science, and Agricultural Mechanics 2) are offered as dually enrolled courses through Reedley Community College.

To ensure program quality and industry relevance, the AEGT and AOHS academies utilize the Project Lead the Way (PLTW) curriculum, supported by extensive initial and ongoing professional development for instructors. Beyond the three core Academies, Orosi High School offers multiple standalone career pathways to meet diverse student interests and workforce demands. These pathways include Advanced Video Production, Photography, and Advanced Photography within the Arts, Media, and Entertainment sector; Administrative Law and Justice (Intro to Criminology and Crime Scene Investigations); Natural Resources and Public Safety (Urban Rural Fire and Wildland Fire); Patient Care: Nursing and Sports Medicine;

2024-25 Career Technical Education Programs

Business Finance; Education (Intro to Teaching); Construction Trades; and Aviation Technician. The school further expands student opportunities through existing partnerships with the Valley Regional Occupational Programs (VROP) and Reedley Community College, which provide enrollment access to additional specialized CTE pathways such as Wildland Fire Fighting (available to 12th graders), Engineering Technology, and Aviation and Flight Science. A dedicated CTE Advisory board, comprised of 21 industry members, meets monthly to ensure all courses and curriculum remain current and aligned with industry standards.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	907
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.91
Graduates Who Completed All Courses Required for UC/CSU Admission	42.42

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	90%	94%	96%	97%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent input and participation are recognized as critical components for student success at Orosi High School. The OHS counseling team and support staff maintains regular communication with families to keep them fully informed about student academic progress and attendance, upcoming school activities and events, and essential resources, including high school graduation requirements and college preparation pathways. Parents are actively encouraged to engage in the school's governance and decision-making processes by joining the School Site Council and the English Learners Advisory Committee (ELAC). To further empower our families, OHS has partnered with the Parent Institute for Quality Education (PIQE) and Parenting Partners to provide targeted training. Additionally, the College and Career Center hosts several informative workshops for parents throughout the year, and parents are always welcome to contact the main office to volunteer with various sports, clubs, and on-campus activities.

To provide comprehensive support and bolster family engagement, Orosi High School has strategically hired a Community Schools Program Coordinator. This coordinator is instrumental in planning, coordinating, and facilitating extensive community school activities, which include customized programs, focused parent outreach events, evidence-based parenting programs, Health Fairs, and mobile services, all in collaboration with site administration and the Family Education Center. A core function of this role is to collaborate with site administrators and utilize community-based organization partnerships to offer wrap-around services that support the educational, developmental, family, and health needs of our learners. The coordinator works directly with students and families to develop programs that enhance social, emotional, and academic well-being, providing counsel, making necessary home visits, developing service-based plans, and arranging transportation for targeted families and students as needed to ensure continuity of support and student progress.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.1	2.9	0.5	4.4	3	4.7	8.2	8.9	8
Graduation Rate	95.5	95.9	99.5	92.9	94.9	94.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	200	199	99.5
Female	94	94	100.0
Male	106	105	99.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	186	185	99.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	50	49	98.0
Foster Youth	--	--	--
Homeless	24	24	100.0
Socioeconomically Disadvantaged	196	196	100.0
Students Receiving Migrant Education Services	11	11	100.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1146	1132	144	12.7
Female	545	538	75	13.9
Male	601	594	69	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	36	36	0	0.0
Hispanic or Latino	1094	1081	143	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	342	333	56	16.8
Foster Youth	--	--	--	--
Homeless	53	51	7	13.7
Socioeconomically Disadvantaged	1117	1103	143	13.0
Students Receiving Migrant Education Services	50	48	6	12.5
Students with Disabilities	84	80	23	28.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.87	6.16	3.32	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.64	0.52	0.17	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.32	0.17
Female	2.57	0.00
Male	3.99	0.33
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.47	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.43	0.29
Foster Youth	0.00	0.00
Homeless	13.21	1.89
Socioeconomically Disadvantaged	3.22	0.18
Students Receiving Migrant Education Services	6.00	0.00
Students with Disabilities	7.14	1.19

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Maintaining a safe, clean, and orderly environment is Orosi High School's top priority. The school ensures comprehensive supervision throughout the day, with administration and both certificated and classified staff members actively monitoring all grounds before school, during breaks, at lunch, and after school hours. To ensure a focused learning environment, freshmen and sophomore students are required to remain on campus at all times, while juniors and seniors must demonstrate satisfactory school eligibility and behavior to earn off-campus privileges. Student conduct is governed by the California Education Codes and policies adopted by the School Board, with consequences applied consistently for non-compliance. Our proactive approach to student conduct is rooted in the Positive Behavior Intervention Support (PBIS) framework, utilizing the Cards CARE (Committed, Accountable, Respectful, Empathetic) acronym to provide clear behavioral expectations both on and off campus, emphasizing positive reinforcement and the celebration of good choices.

Our commitment to safety is supported by both personnel and technology. OHS employs six part-time security guards and benefits from a dedicated resource officer from the Tulare County Sheriff's Department. A Comprehensive School Safety Plan (CSSP) has been developed, thoroughly explained to all staff, and fully implemented across campus, with annual updates and staff review most recently completed in August of 2025. Furthermore, OHS is an active participant in the innovative ActVNet school safety platform, a web-based solution designed to improve emergency response and school security by fostering seamless communication and coordination between schools and first responders during critical moments. This powerful platform allows the school to share crucial site information, such as emergency procedures and shut-off valve locations, and grants law enforcement real-time access to live camera feeds, enabling immediate situational awareness and effective, real-time coordination during an emergency. Regular drills are also conducted throughout the year to ensure all students and staff are fully prepared to respond effectively in any emergency scenario.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	33	1
Mathematics	23	19	23	1
Science	27	5	23	2
Social Science	26	5	24	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	32	3
Mathematics	26	9	31	
Science	26	5	18	
Social Science	22	18	16	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	32	1
Mathematics	25	9	33	
Science	28	2	24	1
Social Science	28	4	31	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	216.8

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,613.13	$ 4,537.65	$ 6,824.96	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

1. Categorical
2. Supplemental instructional programs (after-school tutorials, instructional aides, SpEd aides, Acellus, AVID program)
3. Supplemental books and reference materials
4. Supplemental services (Wifi services, program licenses)
5. Professional Learning (Instructional Coaches, travel and conference, professional services)
6. Supplemental materials and supplies
7. Non-Cap Equipment (technology)

LCFF/LCAP
The majority of supplemental funds are comprised of LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	11.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

Orosi High School maintains a strong commitment to continuous staff improvement by providing diverse professional development opportunities focused on increasing teacher effectiveness and student proficiency. A cornerstone of this commitment is the dedicated 90 minutes of collaboration time provided every Wednesday during the student late start, enabling staff to participate in Professional Learning Communities (PLCs). During this critical time, teachers analyze student work and academic data, collaboratively design common formative and summative assessments, and share best instructional practices, which directly informs instructional next steps. The school further invests in staff growth through extended Professional Development days built into teacher contracts, providing an additional 7.5 hours of learning tailored to specific student needs and teacher input.

Throughout the year, training is strategically offered on key District initiatives and Orosi High School's identified Problem of Practice. This past year, departments focused intensely on identifying effective engagement strategies, deepening their use of the PLC process, and rigorously aligning all common assessments to these standards. Teachers are consistently offered opportunities to attend training throughout the school year, including specialized workshops like AVID, CVNIC, and PBIS, attended by both teachers and administrators. To support instructional growth, the school actively promotes peer learning; teachers are encouraged to observe one another's classrooms, and the administration facilitates new teacher walk-throughs. The Instructional Rounds process is highly implemented across campus, which helps to monitor and refine the school's signature instructional practices. Furthermore, instructional coaches facilitate regular Coaching Cycles and Lesson Studies, allowing teachers to focus on implementing specific instructional strategies, observe colleagues, and use pre- and post-assessment data to measure the effectiveness of their efforts, ensuring that all students are provided the opportunity to meet state standards and are truly college and career ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

Lovell High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Lovell High School
Street	12724 Avenue 392
City, State, Zip	Cutler, CA 93615
Phone Number	(559) 528-4703
Principal	Victoria Guzman
Email Address	viguzman@cojusd.org
School Website	http://lov.cojusd.org/Lovell-High-School/index.html
Grade Span	
County-District-School (CDS) Code	54718605430806, 54718605430095, 54718605430244

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojusd.org
District Website	http://www.cojusd.org

2025-26 School Description and Mission Statement

Lovell High School transitioned to a continuation school in 1969, and is part of the Cutler-Orosi Joint Unified School District (COJUSD). COJUSD is located in a rural area of California's San Joaquin Valley: forty miles southeast of Fresno, fifteen miles north of Visalia. The District serves two unincorporated towns, Cutler and Orosi, which rely on Tulare County for all library, planning, public health, police, fire protection, and public services. COJUSD also serves unincorporated rural and mountain communities.

Lovell High School offers a core educational program consisting of English, English as a Second Language, Physical Education, sports, mathematics, social studies, science, language arts, and career pathways. In addition, students can earn additional credits through Acellus and other online learning programs. The majority of courses on Acellus meet the rigorous A-G CSU/UC college requirements. Lovell High also has seasonal co-ed sports programs including volleyball, soccer, basketball, and softball. Lovell students have the opportunity to participate in fire fighting, Certified Nursing Assistant (CNA), and construction trades pathways. The online pathway offerings have expanded to include:
HVAC Technology I & II (A-G approved)
Information Management I & II (A-G approved)
Plumbing Technology I & II (A-G approved)
Accounting I & II
Principles of Ag, Ag I and Ag II
Electrical Technology I & II (A-G approved)

Lovell High students have the opportunity for a "New Beginning and a Fresh Start" to reach their graduation goals. The caring and supportive staff help embrace the district vision of "Educating Minds and Inspiring Futures." Lovell High graduates will also exhibit the district's vision of being college, career, community ready, and prepared to compete in a global economy. Each year, Lovell hosts a College and Career Day and invites monthly guest speakers to inspire students in different professions. These opportunities are provided to students to expand their horizons and have an opportunity to ask questions to presenters regarding their careers. Students, upon graduation, will exemplify the following characteristics: critical thinkers and collaborative problem-solvers, powerful communicators, creative and quality producers, leaders and ethical decision-makers, and productive citizens.

2025-26 School Description and Mission Statement

Victoria Guzman, Alternative Education Administrator

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	29
Grade 12	25
Total Enrollment	54

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Hispanic or Latino	98.1
White	1.9
English Learners	50
Foster Youth	1.9
Homeless	5.6
Migrant	3.7
Socioeconomically Disadvantaged	98.1
Students with Disabilities	5.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.6	70.26	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	0	0	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	29.74	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.2	1.2	15831.9	5.67
Total Teaching Positions	3.8	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.4	62.11	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	2.55	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	28.05	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	0.3	6.74	12	6.25	14303.8	5.15
Total Teaching Positions	5.4	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	68.77	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	0	0	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	20.4	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	0.5	10.65	12.9	6.73	13705.8	4.91
Total Teaching Positions	5.5	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.1	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.10	1.5	1.1
Total Out-of-Field Teachers	1.10	1.5	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lovell High School currently uses all state-approved curriculum adopted by COJUSD. Below are the textbook titles Lovell High currently uses:
Online Platforms: Cyber High and Acellus
Earth Science: Inspire Physical Science
English 2: ERWC- Online platform
English 3: ERWC- Online platform
ERWC: ERWC- Online platform
Int Eng El B: Systematic ELD
Life Science: Experience Biology- SAVVAS
US History: United States History and Geography-Continutiy and Change- McGraw Hill
World Hist/Geog: The Modern Era- Prentence Hall
Math 1: EnVision Intergrated Math I- SAVVAS Learning Company
Math 2: EnVision Intergrated Math II- SAVVAS Learning Company
Math 3: Acellus Online Platform

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course Acellus	0.0%
Mathematics	SAVVAS Learning Company: EnVision Integrated Math I and II	0.0%
Science	SAVVAS Learning Company: Experience Biology McGraw Hill: Inspire Physical Science Acellus	0.0%
History-Social Science	McGraw Hill: United States History and Geography- Continuity and Change Prentice Hall: The Modern Era Cyber High Acellus	0.0%
Foreign Language	Acellus	0.0%
Health	Acellus	0.0%

Visual and Performing Arts	Glencoe: Arts in Focus Acellus	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Lovell High School had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good in all these categories and an overall school rating of Exemplary. At this time, the school is not in need of any facility improvements.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate 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	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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	13	12	41	45	47	48
Mathematics (grades 3-8 and 11)	0	0	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	26	92.86	7.14	11.54
Female	16	15	93.75	6.25	13.33
Male	12	11	91.67	8.33	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	26	92.86	7.14	11.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	17	16	94.12	5.88	6.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	26	92.86	7.14	11.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	25	89.29	10.71	0.00
Female	16	15	93.75	6.25	0.00
Male	12	10	83.33	16.67	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	25	89.29	10.71	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	17	15	88.24	11.76	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	25	89.29	10.71	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	0	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	41	91.11	8.89	0.00
Female	23	21	91.30	8.70	0.00
Male	22	20	90.91	9.09	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	45	41	91.11	8.89	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	25	22	88.00	12.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	41	91.11	8.89	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Lovell High School has many internal practices, programs and course offerings that focus on College and Career Readiness. Lovell High School has developed a grade 9-12 Work Based Learning Continuum (in alignment to high school WBL Continuum) that ensures college and career awareness and exploration opportunities are provided to all students. All students in grades 9-12 take part in the following activities: Grade Level College Study Trips, Industry Specific Guest Presenters, Industry Specific Facility Tours, School Wide College and Career Showcase, College and Career Fair, National College Signing Day and Leadership Development Opportunities in Career Technical Student Organizations.

Lovell High School has initiated the following practices and college and career initiatives by partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Lovell High School provides grade level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation and much more that are detailed in a District Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade, they have also started the initial elements of a Portfolio which includes a resume, letters of recommendation, SMART Goal setting, and a Brag Sheet noting their accomplishments and achievements. This introductory portfolio is in alignment to the secondary Senior Exit Interview and Portfolio Presentation high school graduation requirement; as well as the process to apply to a Career Pathway and or Academy Program of Study. Lovell High School informs parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, and meetings such as a Career Pathway Expo and Registration Night, LCAP

2024-25 Career Technical Education Programs

Forums, and parent workshops.

Lovell students currently have the opportunity to earn Dual Enrollment in Urban Rural Fire Fighting class, Construction Tech/INT, and Pre-Certification Nursing Assistant (CNA). The Urban Rural Fire Fighting class is a two hour Dual Enrollment course with Fresno City College. Upon successful completion of the course, students will be issued an Emergency Medical Responder Card (EMR) and a Health Care Provider (CPR/AED) card; both cards are valid for two (2) years. Lovell students can participate in the two hour block of construction tech. There are several pathway courses available via Acellus. The CNA course is also a two-hour block and prepares students to take the state certification test for Certified Nursing Assistants (CNA).

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.18
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six parent involvement goals:
1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are invited to participate in a variety of school activities, including how to navigate through online platforms. For example, parents receive information regarding their students' Google Classroom and parent access to our new parent communication platform, Apptegy. Other parent nights include: Report Card Night, PBIS, and Coffee with the Counselor & Admin. Parents are invited to be involved with School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. In addition, parents attend athletic events on our campus. Parents are encouraged to enroll in our district adult school ESL and diploma programs. If you would like to participate in any school activities, please contact the administrator.

Victoria Guzman, Alternative Education Administrator (559) 528-4703

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.3	4.7	30.8	4.4	3	4.7	8.2	8.9	8
Graduation Rate	86	93	69.2	92.9	94.9	94.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	18	69.2
Female	--	--	--
Male	17	12	70.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	26	18	69.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	16	11	68.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	26	18	69.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	78	76	65	85.5
Female	36	35	30	85.7
Male	42	41	35	85.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	77	75	64	85.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	40	39	32	82.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	78	76	65	85.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.07	11.96	14.1	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.86	0	0	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.10	0.00
Female	5.56	0.00
Male	21.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	17.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	14.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. All district administration has been trained on ActVnet for all drills and the staff reviews the plan every August at the onset of the school year. The safety plan is updated annually and was most recently updated and reviewed by the staff on August 7, 2025. Emergency procedures and safety drills are reviewed as needed at weekly staff meetings. The site also employs a part-time security guard and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted via the ActVnet platform to ensure that all students and staff know how to respond in case of any type of emergency. The site reviews the Safety Plan with School Site Council (SSC) English Language Advisory Committee (ELAC) every January which includes staff, parents and a student representative. We continually discuss our safety procedures to maintain a secure site with all stakeholders.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4	1	0
Mathematics	15	2	1	0
Science	12	3	1	0
Social Science	10	3	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	8		
Mathematics	8	4		
Science	7	4		
Social Science	12	7		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	8		
Mathematics	14	4		
Science	14	2		
Social Science	11	6		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$46,131.02	$ 882.20	$ 40,998.30	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.
Categorical
Supplemental instructional programs (after-school support, instructional aides, Acellus, Cyber High)
Supplemental books and reference materials
Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional teacher leads, travel and conference, professional services)
Supplemental materials and supplies
Non-Cap Equipment (technology)
LCFF/LCAP
The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The school's staff has participated in a variety of Professional Learning to address the needs of our English Learners, Student Engagement, and Positive Behaviors. Staff received additional in Google Classroom, Thrillshare parent communication, Acellus, and Integrated ELD and Designated ELD. Since we are a small site, our teachers are considered "singletons." We recently contracted with Global PD and Solution Tree to provide targeted training for "singletons" to run effective PLCs. We continue to encourage writing across all content areas and support our English Language Learners. This school year, we finalized our training with Solution Tree. Teachers are now sustaining the practices learned from the Singleton training. The District provides 35 Late Start Wednesdays for professional collaboration. In addition, all staff members participate in monthly extended days of professional development to work with colleagues in the implementation of best practices. These PL topics are chosen based on current Instructional Rounds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
REV 04/22

FACILITY INSPECTION SERVICES

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutler Orosi Joint Unified School District		COUNTY Tulare County	
SCHOOL SITE Lovell High/ Community Day School/ Esperanza High School		SCHOOL TYPE (GRADE LEVELS) Alternative Education	NUMBER OF CLASSROOMS ON SITE: 10 NUMBER OF RESTROOMS ON SITE: 6
INSPECTOR'S NAME Juan Garcilazo	INSPECTOR'S TITLE: Lead Custodian CONSULTANT	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	TIME OF INSPECTION 9:45 AM	SITE ENROLLMENT	97
TOTAL ESTIMATED SITE SQUARE FOOTAGE/ ACREAGE: 5.62	WEATHER CONDITION AT TIME OF INSPECTION		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 1450	Sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	[illegible]	[illegible]	[illegible]	[illegible]	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	[illegible]
11	Number of "OK"s:	11	11	5	11	11	11	11	6	6	11	2	11	11	1	11
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	6	0	0	0	0	5	5	0	9	0	0	10	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)"		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 100.00% | SCHOOL RATING** → EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	[illegible]
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	[illegible]
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	[illegible]

INSPECTOR'S COMMENTS AND RATING EXPLANATION: Everything looks good and will check back in a month.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
FIT 04/12

FACILITY INSPECTION SERVICES

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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PART IIa: EVALUATION DETAIL

Date of Inspection: 11/17/2025

School Name: Lovell High/ Community Day School/ Esperanza High School

Building Area Name	Estimated Square Footage	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATE/FENCE
District's Plan to Address:																
Deficiencies Noted In Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use Additional Area Lines as necessary.

OK D X NA

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PART B: CLEANLINESS DETAIL | Date of Inspection: 11/17/2025 | School Name: Lovell High/ Community Day School/ Esperanza High School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2

Building Area Name	Area Characteristics (Grade level serves, events, traffix volume, public usage, etc.	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards/ Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	16 Rating
Admin		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Multi-Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Adult Education		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Esperanza Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Student Restrooms		TRUE	TRUE	NA	NA	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 6 & 7		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 8: CDS		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 9 & 10		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Room 107 & Library		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 111 & 112		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Grounds		TRUE	TRUE	NA	NA	NA	TRUE	NA	TRUE	TRUE		NA	NA	NA	TRUE	TRUE	100
District's Plan to Address:																	
Deficiencies Noted In Prior Year?																	

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	**No Deficiency - Good Repair:** Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency:** Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

• **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

• **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

• **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

• The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

• **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

• **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas lines are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.
Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
Examples include but are not limited to the following:

a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets shoulda appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
e. Area(s) evaluated is free of unabated graffiti.
f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:
a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
2. Walls and Doors free of spots and grime.
3. Desk and Counters clean.
4. Furniture dusted and clean.
5. Baseboards and window sills dusted and clean.
6. Light fixtures clean.
7. Sink clean and drains working properly.
8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
9. Windows are free from damage, clean, and in working condition.
10. Water fountains, including handles/buttons, are clean and in working condition.
11. Toilets and bathroom sinks are clean and in working condition.
12. Mirrors and Hand Dryers are clean, intact, and in working condition.
13. Bathroom supplies are stocked and in working condition.
14. Area is free of graffiti.
15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation
Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)

1. *There is no evidence that any portion of the school has a power failure. (X)*
2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not*

c. There does not appear to be damaged tiles or other circumstances that may
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

Cutler-Orosi Community Day School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Cutler-Orosi Community Day School
Street	12724 Avenue 392
City, State, Zip	Cutler, CA 93615
Phone Number	(559) 528-4703
Principal	Victoria Guzman
Email Address	viguzman@cojusd.org
School Website	http://lov.cojusd.org/Cutler-Orosi-Community-Day-School/index.html
Grade Span	
County-District-School (CDS) Code	54718605430244

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified
Phone Number	5595284703
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojusd.org
District Website	http://www.cojusd.org

2025-26 School Description and Mission Statement

Community Day School (CDS) is an alternative educational placement for students who have been expelled from school, have problems with attendance and/or behavior, and/or need a specific learning environment. CDS is safe, secure, and accepting of our students while receiving an education that is standards-based, rigorous and relevant. The goal of CDS is to ensure students get the best opportunity for learning and behavior adjustment to ensure they will be successful. CDS has a teacher, instructional aide, and school campus security. CDS shares a principal, learning director, secretary, and part-time counselors available to students and staff with the alternative high school.

CDS serves at-risk students in many ways, offering challenging classes to a small student population while teaching important educational and life skills. The students are offered counseling and an opportunity for credit recovery. CDS has the capacity to serve up to 15 students in a one-room classroom setting. The classroom is equipped with computers for student use as well as for credit recovery through Cyber High and Acellus. We are constantly working with students and looking for alternative resources to assist them during their time at CDS. Some of the opportunities include pull-out interventions and check-in. CDS students are offered the same curriculum as the comprehensive high school and the alternative schools. Counselors meet with students on a pull-out basis, but also check-in on a regular basis to ensure students have the opportunity to discuss any issues they might be facing. Our approach is to provide the same learning opportunities and enrichment.

Students enrolling at CDS have the opportunity for "New Beginning and a Fresh Start" to reach their graduation goals. CDS staff adheres to the district mission statement of Educating Minds and Inspiring Futures.

Victoria Guzman, Alternative Education Administrator

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 10	3
Grade 11	2
Grade 12	1
Total Enrollment	7

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100
Hispanic or Latino	100
English Learners	57.1
Socioeconomically Disadvantaged	100
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.3	30	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	0	0	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	70	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.2	1.2	15831.9	5.67
Total Teaching Positions	1	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	0	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	0	0	12	6.25	14303.8	5.15
Total Teaching Positions			192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.2	29	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	0	0	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	69	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	6.73	13705.8	4.91
Total Teaching Positions	1	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.70	0	0.6
Total Out-of-Field Teachers	0.70	0	0.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	100	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	100	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The site currently uses all state-approved curriculum adopted by COJUSD. Below are the textbook titles/curriculum:
K-8 curriculum: Acellus
Earth Science: Inspire Physical Science
English 2: ERWC- Online platform
English 3: ERWC- Online platform
ERWC: ERWC- Online platform
Int Eng El B: Systematic ELD
Life Science: Experience Biology- SAVVAS
US History: United States History and Geography-Continutiy and Change- McGraw Hill
World Hist/Geog: The Modern Era- Prentence Hall
Math 1: EnVision Intergrated Math I- SAVVAS Learning Company
Math 2: EnVision Intergrated Math II- SAVVAS Learning Company
Math 3: Acellus Online Platform

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course Cyber High Acellus	0.0%
Mathematics	SAVVAS Learning Company: EnVision Integrated Math I and II Acellus	0.0%
Science	SAVVAS Learning Company: Experience Biology McGraw Hill: Inspire Physical Science Acellus Cyber High	0.0%
History-Social Science	McGraw Hill: United States History and Geography- Continuity and Change Prentice Hall: World History, The Modern Era Cyber High Acellus	0.0%
Foreign Language	Acellus	0.0%

Health	Acellus	0.0%
Visual and Performing Arts	Glencoe: Arts in Focus	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Community Day School had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories and overall school rating of Exemplary. At this time, the school is not in need of any facility improvements.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate 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	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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)			41	45	47	48
Mathematics (grades 3-8 and 11)			25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 Career Technical Education Programs

Community Day School has internal practices and programs such as "College and Career Readiness" to work on preparing students to meet graduation requirements.

Credit recovery efforts include being innovative to find opportunities to empower students to meet eligibility requirements for career pathway coursework opportunities that align to our Alternative Ed. CTE Career Pathways are available to Community Day School (CDS) students via the online platform, Acellus. In addition, CDS partners with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Community Day School provides grade-level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation, and many more initiatives detailed in a District-Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade students have also started the initial elements of a portfolio, including a resume, letters of recommendation, SMART Goal setting, and a brag sheet noting their accomplishments and achievements. This introductory portfolio aligns with the secondary senior exit interview and portfolio presentation high school graduation requirement and is part of the process of applying to a Career Pathway and/or Academy Program of Study. Community Day School informs parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, and meetings such as a Career Pathway Expo and Registration Night, LCAP Forums, and parent workshops. Community Day School students are required to complete five hours of community service for each year of enrollment at Community Day School as a graduation requirement. Students also participate in our College and Career

2024-25 Career Technical Education Programs

Day by having these presentations in their classes.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six parent involvement goals:
1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are invited to participate in a variety of school activities, including how to navigate through online platforms. For example, parents receive information regarding their students' Google Classroom and parent access to our new parent communication platform, Apptegy. Other parent nights include: Report Card Night, PBIS, and Coffee with the Counselor & Admin. Parents are invited to be involved with School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. In addition, parents attend athletic events on our campus. Parents are encouraged to enroll in our district adult school ESL and diploma programs. If you would like to participate in any school activities, please contact the administrator.

Victoria Guzman, Alternative Education Administrator (559) 528-4703

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--		--	4.4	3	4.7	8.2	8.9	8
Graduation Rate	--		--	92.9	94.9	94.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	16	--	--	--
Female	--	--	--	--
Male	11	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	16	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	27.78	12.5	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.50	0.00
Female	0.00	0.00
Male	9.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	12.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. All district administration has been trained on ActVnet for all drills and the staff reviews the plan every August at the onset of the school year. The safety plan is updated annually and was most recently updated and reviewed by the staff on August 7, 2025. Emergency procedures and safety drills are reviewed as needed at weekly staff meetings. The site also employs a part-time security guard and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted via the ActVnet platform to ensure that all students and staff know how to respond in case of any type of emergency. The site reviews the Safety Plan with School Site Council (SSC) English Language Advisory Committee (ELAC) every January which includes staff, parents and a student representative. We continually discuss our safety procedures to maintain a secure site with all stakeholders.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	2	0	0
Mathematics	5	1	0	0
Science	5	1	0	0
Social Science	5	2	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	3		
Mathematics	9	1		
Science	9	1		
Social Science	9	2		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	2		
Mathematics	7	1		
Science	7	1		
Social Science	7	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,141.21	$ 1,725.60	$ 13,165.09	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.
Categorical
Supplemental instructional programs (after-school support, instructional aides, Acellus, Cyber High)
Supplemental books and reference materials
Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional teacher leads, travel and conference, professional services)
Supplemental materials and supplies
Non-Cap Equipment (technology)
LCFF/LCAP
The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The school's staff has participated in a variety of Professional Learning to address the needs of our English Learners, Student Engagement, and Positive Behaviors. Staff received re-training in Google Classroom, Thrillshare parent communication, Acellus, and Integrated ELD and Designated ELD. Since we are a small site, our teachers are considered "singletons." We recently contracted with Global PD and Solution Tree to provide targeted training for "singletons" to run effective PLCs. We continue to encourage writing across all content areas and support our English Language Learners. This school year, we finalized our training with Solution Tree. Teachers are now sustaining the practices learned from the Singleton training. The District provides 35 Late Start Wednesdays for professional collaboration. In addition, all staff members participate in monthly extended days of professional development to work with colleagues in the implementation of best practices. These PD topics are chosen based on current Instructional Rounds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
REV 04/22

FACILITY INSPECTION SERVICES

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutler Orosi Joint Unified School District		COUNTY Tulare County	
SCHOOL SITE Lovell High/ Community Day School/ Esperanza High School		SCHOOL TYPE (GRADE LEVELS) Alternative Education	NUMBER OF CLASSROOMS ON SITE: 10 NUMBER OF RESTROOMS ON SITE: 6
INSPECTOR'S NAME Juan Garcilazo	INSPECTOR'S TITLE: Lead Custodian CONSULTANT	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	TIME OF INSPECTION 9:45 AM	SITE ENROLLMENT	97
TOTAL ESTIMATED SITE SQUARE FOOTAGE/ ACREAGE: 5.62	WEATHER CONDITION AT TIME OF INSPECTION		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 1450	Sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	[illegible]	[illegible]	[illegible]	PEST/VERMIN INFESTATION	[illegible]	RESTROOMS	[illegible]	[illegible]	[illegible]	[illegible]	ROOFS	PLAYGROUND/ SCHOOL [illegible]	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	11	11	5	11	11	11	11	6	6	11	2	11	11	1	11
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	6	0	0	0	0	5	5	0	9	0	0	10	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 100.00% SCHOOL RATING** → EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION: Everything looks good and will check back in a month.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
REV 04/22

FACILITY INSPECTION SERVICES

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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PART IIa: EVALUATION DETAIL

Date of Inspection: 11/17/2025

School Name: Lovell High/ Community Day School/ Esperanza High School

Buildin	Area Name	Estimated Square Foot	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUN SCHOOL GROUNDS	15 WINDOWS/ DOORS/
District's Plan to Address:																	
Deficiencies Noted In Prior Year?																	

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use Additional Area Lines as necessary.

OK D X NA

CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
SFV 0472

FACILITY INSPECTION SERVICES

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PART IIb: CLEANLINESS DETAIL — Date of Inspection: 11/17/2025 — School Name: Lovell High/ Community Day School/ Esperanza High School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2

Building / Area Name	Area Characteristics (Grade level serves, events, traffix volume, public usage, etc.)	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards/ Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 [illegible]	15 Landscaping	16 Rating
Admin		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Multi-Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Adult Education		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Esperanza Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Student Restrooms		TRUE	TRUE	NA	NA	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 6 & 7		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 8: CDS		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 9 & 10		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Room 107 & Library		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 111 & 112		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Grounds		TRUE	TRUE	NA	NA	NA	TRUE	NA	TRUE	TRUE		NA	NA	NA	TRUE	TRUE	100

District's Plan to Address:

Deficiencies Noted In Prior Year?

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	**No Deficiency - Good Repair:** Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency:** Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

• **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

• **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

• **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

• The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

• **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

• **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation.**

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.
Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. X
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
Examples include but are not limited to the following:

a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets shoulda appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
e. Area(s) evaluated is free of unabated graffiti.
f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:
a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
2. Walls and Doors free of spots and grime.
3. Desk and Counters clean.
4. Furniture dusted and clean.
5. Baseboards and window sills dusted and clean.
6. Light fixtures clean.
7. Sink clean and drains working properly.
8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
9. Windows are free from damage, clean, and in working condition.
10. Water fountains, including handles/buttons, are clean and in working condition.
11. Toilets and bathroom sinks are clean and in working condition.
12. Mirrors and Hand Dryers are clean, intact, and in working condition.
13. Bathroom supplies are stocked and in working condition.
14. Area is free of graffiti.
15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation
Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)

1. *There is no evidence that any portion of the school has a power failure. (X)*
2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not*

c. There does not appear to be damaged tiles or other circumstances that may
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

Esperanza High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Esperanza High School
Street	12724 Avenue 392
City, State, Zip	Cutler, CA 93615
Phone Number	(559) 528-3883
Principal	Victoria Guzman
Email Address	viguzman@cojusd.org
School Website	http://lov.cojusd.org/Esperanza-High-School/index.html
Grade Span	
County-District-School (CDS) Code	54718605430095

2025-26 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojusd.org
District Website	www.cojusd.org

2025-26 School Description and Mission Statement

Cutler Orosi Joint Unified School District has offered Independent Studies at Esperanza High School since July 1, 1980 (CDE school directory), a program for students needing an alternative school setting, additional credits to remain at their home school, or if family financial needs require the student to work to help support the family. Esperanza is another resource for students from district schools to continue their education and to supplement any needed credit recovery. We are proud Esperanza High School received WASC accreditation in 2019. This makes it possible for students to graduate from Esperanza, apply for financial aid, and receive a high school diploma. In order to maintain a sense of equity, in addition to Acellus, we have made sure all curriculum used by teachers is the same as at the comprehensive high school and the alternative high school. Teachers and staff communicate with the administration regarding any attendance, discipline, and other issues with students. I am proud of Esperanza for the obvious reasons above and for the communication and support teachers and staff give one another and students. Our determination is to help support students with their educational goals. We have maintained other available resources for student achievement as well including, access to computers for Acellus, research, and concurrent enrollment. To support student achievement, Esperanza now follows a 3-day in-person model and 2 days virtual. This has supported our students in feeling connected to the school and ensuring they have immediate access to resources. In addition, all English Language Learners are enrolled in an ELD course on an online platform.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 8	2
Grade 9	4
Grade 10	6
Grade 11	5
Grade 12	1
Total Enrollment	19

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	26.3
Male	73.7
Hispanic or Latino	94.7
White	5.3
English Learners	36.8
Foster Youth	5.3
Homeless	10.5
Socioeconomically Disadvantaged	84.2
Students with Disabilities	57.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.8	86.92	155.6	82.87	234405.2	84
Intern Credential Holders Properly Assigned	0	0	13.7	7.31	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.2	4.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	11.68	7.8	4.18	11953.1	4.28
Unknown/Incomplete/NA	0	1.4	2.2	1.2	15831.9	5.67
Total Teaching Positions	2.1	100	187.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	100	149.6	77.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.8	7.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13.3	6.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.4	1.26	11746.9	4.23
Unknown/Incomplete/NA	0	0	12	6.25	14303.8	5.15
Total Teaching Positions	1	100	192.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	100	144.1	75.14	230039.4	100
Intern Credential Holders Properly Assigned	0	0	12.4	6.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	15.5	8.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.7	3.52	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	6.73	13705.8	4.91
Total Teaching Positions	1	100	191.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	0.20	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students at Esperanza High are currently using Acellus online curriculum. In addition, Students with Disabilities can also use the AGS curriculum to earn credits. Esperanza students can also receive credits by completing work using the adopted curriculum in Language Arts, Math, Science, Social Science and Physical Education as assigned by their instructor. English Language Learners are enrolled in an ELD course via Acellus.

Below are the approved textbook titles:
Online Platforms: Cyber High and Acellus
Earth Science: Inspire Physical Science
English 2: ERWC- Online platform
English 3: ERWC- Online platform
ERWC: ERWC- Online platform
Int Eng El B: Systematic ELD
Life Science: Experience Biology- SAVVAS
US History: United States History and Geography-Continutiy and Change- McGraw Hill
World Hist/Geog: The Modern Era- Prentence Hall
Math 1: EnVision Intergrated Math I- SAVVAS Learning Company
Math 2: EnVision Intergrated Math II- SAVVAS Learning Company
Math 3: Acellus Online Platform

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course Acellus	0
Mathematics	SAVVAS Learning Company: EnVision Integrated Math I and II Acellus	0
Science	SAVVAS Learning Company: Experience Biology McGraw Hill: Inspire Physical Science Acellus	0
History-Social Science	McGraw Hill: United States History and Geography- Continuity and Change Prentice Hall: The Modern Era Cyber High Acellus	0

Foreign Language	Acellus	0
Health	Acellus	0
Visual and Performing Arts	Glencoe: Arts in Focus Acellus	0
Science Laboratory Equipment (grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Esperanza High had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories and overall school rating of Exemplary. At this time, the school is not in need of any facility improvements. Fit report is uploaded.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate 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	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

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)		33	41	45	47	48
Mathematics (grades 3-8 and 11)		15	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	12	85.71	14.29	33.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14	13	92.86	7.14	15.38
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	12	92.31	7.69	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	9.09	18.55	19.1	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	11	91.67	8.33	9.09
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Esperanza High has many internal practices, programs and course offerings that focus on College and Career Readiness. Esperanza High School has developed a grade 9-12 Work Based Learning Continuum (in alignment to high school WBL Continuum) that ensures college and career awareness and exploration opportunities are provided to all students. All students in grades 9-12 take part in the following activities: Grade Level College Study Trips, Industry Specific Guest Presenters, Industry Specific Facility Tours, School-Wide College, and Career Showcase, College and Career Fair, National College Signing Day and Leadership Development Opportunities in Career Technical Student Organizations. Students also have the option to enroll in our district's CNA course and Construction Trades class.

Esperanza High School has initiated the following practices and college and career initiatives by partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Esperanza High School provides grade-level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation, and much more that are detailed in a District-Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade students have also started the initial elements of a Portfolio which includes a resume, letters of recommendation, SMART Goal setting, and a Brag Sheet noting their accomplishments and achievements. This introductory portfolio is in alignment with the secondary Senior Exit Interview and Portfolio Presentation high school graduation requirement; as well as the process to apply to a Career Pathway and or Academy Program of Study. Esperanza High School informs parents and students of Career Pathway opportunities and

2024-25 Career Technical Education Programs

College and Career Readiness via activities, events, and meetings such as a Career Pathway Expo and Registration Night, hosting LCAP Forums, and providing parent workshops. Students must also complete five hours of community service for each year of enrollment at Esperanza High.

The following online pathways are available to students:
HVAC Technology I & II (A-G approved)
Information Management I & II (A-G approved)
Plumbing Technology I & II (A-G approved)
Accounting I & II
Principles of Ag, Ag I and Ag II
Electrical Technology I & II (A-G approved)

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six parent involvement goals:
1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are invited to participate in a variety of school activities including how to navigate through online platforms. For example, parents receive information regarding their students' Google Classroom and parent access to our new parent communication platform, Apptegy/Thrillshare. Other parent nights include: Report Card Night, PBIS, and Coffee with the Counselor & Admin. Parents are invited to be involved with School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. In addition, parents attend athletic events on our campus. Parents are encouraged to enroll in our district adult school ESL and diploma programs. If you would like to participate in any school activities, please contact the administrator.

Victoria Guzman, Alternative Education Administrator (559) 528-4703

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	--	4.4	3	4.7	8.2	8.9	8
Graduation Rate	--	--	--	92.9	94.9	94.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	32	29	16	55.2
Female	13	12	4	33.3
Male	19	17	12	70.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	28	16	57.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	12	11	8	72.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	29	27	15	55.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	14	13	10	76.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.78	0	9.38	4.93	4.04	3.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.37	0.2	0.15	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.38	0.00
Female	0.00	0.00
Male	15.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. All district administration has been trained on ActVnet for all drills and the staff reviews the plan every August at the onset of the school year. The safety plan is updated annually and was most recently updated and reviewed by the staff on August 7, 2025. Emergency procedures and safety drills are reviewed as needed at weekly staff meetings. Esperanza High School also employs a part-time security guard and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted via the ActVnet platform to ensure that all students and staff know how to respond in case of any type of emergency. The site reviews the Safety Plan with School Site Council (SSC) English Language Advisory Committee (ELAC) every January which includes staff, parents and a student representative. We continually discuss our safety procedures to maintain a secure site with all stakeholders.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,821.73	$ 5,966.34	$ 3,604.87	$ 79,132
District	N/A	N/A	$4,250.52	$92,710
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.
Categorical
Supplemental instructional programs (after-school support, instructional aides, Acellus, Cyber High)
Supplemental books and reference materials
Supplemental services (Wifi services, program licenses)
Professional Learning (Instructional teacher leads, travel and conference, professional services)
Supplemental materials and supplies
Non-Cap Equipment (technology)
LCFF/LCAP
The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojusd.org).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,534	$57,978
Mid-Range Teacher Salary	$91,435	$89,612
Highest Teacher Salary	$119,557	$117,194
Average Principal Salary (Elementary)	$155,827	$143,632
Average Principal Salary (Middle)	$143,504	$149,447
Average Principal Salary (High)	$180,049	$162,334
Superintendent Salary	$268,088	$234,076
Percent of Budget for Teacher Salaries	20.67%	27.81%
Percent of Budget for Administrative Salaries	3.57%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The school's staff has participated in a variety of Professional Learning to address the needs of our English Learners, Student Engagement, and Positive Behaviors. Staff received re-training in Google Classroom, Thrillshare parent communication, Acellus, and Integrated ELD and Designated ELD. Since we are a small site, our teachers are considered "singletons." We recently contracted with Global PD and Solution Tree to provide targeted training for "singletons" to run effective PLCs. We continue to encourage writing across all content areas and support our English Language Learners. This school year, we finalized our training with Solution Tree. Teachers are now sustaining the practices learned from the Singleton training. The District provides 35 Late Start Wednesdays for professional collaboration. In addition, all staff members participate in monthly extended days of professional development to work with colleagues in the implementation of best practices. These PD topics are chosen based on current Instructional Rounds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
REV 04/22

FACILITY INSPECTION SERVICES

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutler Orosi Joint Unified School District		COUNTY Tulare County	
SCHOOL SITE Lovell High/ Community Day School/ Esperanza High School		SCHOOL TYPE (GRADE LEVELS) Alternative Education	NUMBER OF CLASSROOMS ON SITE: 10 NUMBER OF RESTROOMS ON SITE: 6
INSPECTOR'S NAME Juan Garcilazo	INSPECTOR'S TITLE: Lead Custodian CONSULTANT	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	TIME OF INSPECTION 9:45 AM	SITE ENROLLMENT	97
TOTAL ESTIMATED SITE SQUARE FOOTAGE/ ACREAGE: 5.62	WEATHER CONDITION AT TIME OF INSPECTION		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 1450	Sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	[illegible]	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	[illegible]	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "OK"s:	11	11	5	11	11	11	11	6	6	11	2	11	11	1	11
↓	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	6	0	0	0	0	5	5	0	9	0	0	10	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 100.00% SCHOOL RATING** → EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION: Everything looks good and will check back in a month.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
REV 04/2

FACILITY INSPECTION SERVICES

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART IIa: EVALUATION DETAIL

Date of Inspection: 11/17/2025

School Name: Lovell High/ Community Day School/ Esperanza High School

Buildin	Area Na e	Estimated Square Foota e	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROU SCHOOL	15 DOORS/ GATES/FENCE
District's Plan to Address:																	
Deficiencies Noted In Prior Year?																	

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use Additional Area Lines as necessary.

OK D X NA

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STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
REV 09/22

FACILITY INSPECTION SERVICES

STATE ALLO...
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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PART 2b: CLEANLINESS DETAIL — Date of Inspection: 11/17/2025 — School Name: Lovell High/ Community Day School/ Esperanza High School

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2

Building Area	Area Characteristics (Grade level service, events, traffix volume, public usage, etc.	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards/ Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	16 Paving
Admin		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Multi-Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Adult Education		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Esperanza Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Student Restrooms		TRUE	TRUE	NA	NA	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 6 & 7		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 8: CDS		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100
Rm 9 & 10		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Room 107 & Library		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Rm 111 & 112		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100
Grounds		TRUE	TRUE	NA	NA	NA	TRUE	NA	TRUE	TRUE		NA	NA	NA	TRUE	TRUE	100
District's Plan to Address:																	
Deficiencies Noted In Prior Year?																	

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	**No Deficiency - Good Repair:** Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency:** Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

• **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

• **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

• **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

• The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

• **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

• **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas lines are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.
Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
Examples include but are not limited to the following:

a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets shoulde appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
e. Area(s) evaluated is free of unabated graffiti.
f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:
a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)"
c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
2. Walls and Doors free of spots and grime.
3. Desk and Counters clean.
4. Furniture dusted and clean.
5. Baseboards and window sills dusted and clean.
6. Light fixtures clean.
7. Sink clean and drains working properly.
8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
9. Windows are free from damage, clean, and in working condition.
10. Water fountains, including handles/buttons, are clean and in working condition.
11. Toilets and bathroom sinks are clean and in working condition.
12. Mirrors and Hand Dryers are clean, intact, and in working condition.
13. Bathroom supplies are stocked and in working condition.
14. Area is free of graffitti.
15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation
Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not

c. There does not appear to be damaged tiles or other circumstances that may

d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE ADMINISTRATIVE REGULATION 3512 - EQUIPMENT

ATTACHMENTS: AR 3512

FUNDING SOURCE: N/A

DISCUSSION:

As of January 1, 2026, Federal Law will now require the district to keep an inventory of all equipment valued at $1500 or more. The policy is being updated to reflect the new law requirements.

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 updated AR 3512.**

PROPOSED ACTION: **APPROVE**

Item #: 17

Regulation 3512: Equipment

Status: DRAFT

Original Adopted Date: 04/20/2017 | **Last Reviewed Date:** 01/08/2026

District equipment shall be used primarily for educational purposes and/or to conduct district business. The Superintendent or designee shall ensure that all employees, students, and other users understand the appropriate use of district equipment and that any misuse may be cause for disciplinary action or loss of user privilege.

School-connected organizations may be granted reasonable use of the equipment for district-related matters, if such use does not interfere with the use by students or employees or otherwise disrupt district operations.

The Superintendent or designee shall approve the transfer of any district equipment from one work site to another and the removal of any district equipment for off-site use. When any equipment is taken off site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage. Equipment shall only be used for an approved district-related purpose.

Employees transferred to another work site shall take with them only those personal items that have been purchased with their own funds, unless otherwise authorized by the Superintendent or designee or applicable Board policy or administrative regulation.

The Superintendent or designee shall maintain an inventory of all equipment currently valued in excess of $1,500. (Education Code 35168; 5 CCR 3946)

Additionally, the Superintendent or designee shall maintain property records as specified in Administrative Regulation 3440 - Inventories, including updating property records when there is a change in the status of the property.

When equipment is unusable or is no longer needed, it may be sold, donated, or disposed of in accordance with Education Code 17540-17555 or 2 CFR 200.313, as applicable.

Equipment Acquired with Federal Funds

The Superintendent or designee shall obtain prior written approval from the California Department of Education (CDE) or other awarding agency before purchasing equipment with federal funds. (2 CFR 200.439)

Additionally, the Superintendent or designee shall obtain prior approval from CDE or other awarding agency before disposing or encumbering equipment purchased with federal funds. (2 CFR 200.313)

Persons involved in the selection, award, or administration of a contract supported by federal funds shall comply with the requirements specified in 2 CFR 200.313 and 200.318, including conflict of interest requirements, act in accordance with Administrative Regulation 3230 - Federal Grant Funds, and comply with Board Bylaw 9270 - Conflict of Interest.

All equipment purchased for federal programs funded through the consolidated application pursuant to Education Code 64000-64001 shall be labeled with the name of the project, identification number, and name of the district. (2 CFR 200.313; 5 CCR 3946)

For any equipment acquired in whole or in part with federal funds, the Superintendent or designee shall develop adequate maintenance procedures to keep the property in good condition. Additionally, the Superintendent or designee shall develop adequate safeguards to prevent loss, damage, or theft of the property and shall investigate any loss, damage, or theft. (2 CFR 200.313)

Equipment purchased for use in a federal program shall be used in that program as long as needed, regardless of whether the program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when such use does not interfere with the work on the project or program for which it was originally acquired or when use of the equipment is no longer needed for the original program. (2 CFR 200.313)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 5020: PARENT RIGHTS AND RESPONSIBILITIES

ATTACHMENTS: BOARD POLICY AND ADMINISTRATIVE REGULATION 5020: PARENT RIGHTS AND RESPONSIBILITIES

FUNDING SOURCE: N/A

DISCUSSION: Attached for Board approval are Board Policy and Administrative Regulation 5020. Both were updated to align with applicable law and reaffirm the Governing Board's belief in a respectful partnership with parents/guardians focused on children. Updates clarify parent/guardian notification rights, including FERPA, expand opt-out rights for certain instruction, psychological testing, and assessments of a student's home life, and incorporate the *Mahmoud v. Taylor* court decision requiring parental notice and opt-out opportunities for certain LGBTQ+ instructional content when it substantially interferes with religious development. Additional revisions provide for required notifications to parents/guardians of English learners in both English and the home language, authorize the establishment of parent centers, recognize parents' role in monitoring social media and online content.

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 5020.**

PROPOSED ACTION: **APPROVE**

Item #: 18

Policy 5020: Parent Rights And Responsibilities

Status: DRAFT

Original Adopted Date: 12/14/2006

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the district's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional, and social development and well-being of their students, including the means by which the district and parents/guardians can help their students achieve academic and other standards of the district.

Within this framework, the district's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the district.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, their children's educational programs. (Education Code 51101.1)

Regulation 5020: Parent Rights And Responsibilities **Status:** DRAFT

Original Adopted Date: 12/14/2006

Parent/Guardian Rights

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

   Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)

3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)

4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)

5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

   For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)

7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

   Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments including textbooks, teacher's manuals, films, audio and video recordings, and software, stored by the classroom teacher. (Education Code 49091.10)

   Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

   The school may charge an amount not to exceed the cost of duplication if a hardcopy is created. (Education Code 49091.14)

9. To be notified of the opportunity to opt their child out of certain instruction, as required by law (Education Code 51240, 51938)

10. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)

11. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

12. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts (Education Code 51101.1)

13. To have access to the student records of their child (Education Code 51101)

14. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish (Education Code 51101)

15. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes, and procedures for visiting the school (Education Code 51101)

16. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention, and of their right to consult with district personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)

17. To receive notice and information about and to opt out of any psychological testing involving their child (Education Code 51101)

18. To receive notice and information about and to opt out of any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life, any form of parent/guardian screening or testing, any nonacademic home-based counseling program, parent/guardian training, or any prescribed family education service plan, and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)

19. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

    For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

20. To question anything in their child's student record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)

21. To provide informed, written parental consent before their child is tested for a behavioral, mental, or emotional evaluation

    A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

22. For parents/guardians of English learners, to be given any required written notification, under any applicable law, in English and the student's home language pursuant to Education Code 48985 (Education Code 51101.1)

These rights shall be exercised in accordance with applicable Board policy and administrative regulation.

Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child

2. Ensuring that homework is completed and turned in on time

3. Encouraging their child to participate in extracurricular and cocurricular activities

4. Monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own child or the total school program, as appropriate

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 5117: INTERDISTRICT ATTENDANCE

ATTACHMENTS: BOARD POLICY AND ADMINISTRATIVE REGULATION 5117: INTERDISTRICT ATTENDANCE

FUNDING SOURCE: N/A

DISCUSSION: Attached for Board approval are Board Policy and Administrative Regulation 5117. Both were updated to clarify their applicability to students transferring into and out of the district and to incorporate the requirements of SB 897 (2024). Updates address expanded data collection and notification requirements between districts and county offices, prohibit targeted communications and discriminatory transfer denials, strengthen protections and priority for foster youth and students experiencing homelessness, refine capacity and budget-related transfer limitations, and ensure compliance with all district of choice provisions is subject to the annual district audit.

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 5117.**

PROPOSED ACTION: **APPROVE**

Policy 5117: Interdistrict Attendance **Status:** DRAFT

Original Adopted Date: 01/12/2012 | **Last Revised Date:** 03/12/2020

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district. Student transfers into and out of the district shall be in accordance with law and as specified in this policy and accompanying administrative regulation.

OPTION 1: **Interdistrict Attendance Agreements and Permits**

The district may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of either district. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. Additionally, it may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

When the request of a student seeking to transfer out of the district, or an individual permit verifying another district's approval for its student to transfer into the district, is received, the Superintendent or designee shall review, and approve or deny the request or permit based on the terms and conditions of the interdistrict attendance agreement.

OPTION 1 ENDS HERE

Instruction Collaboration Agreements

The district may, with Board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school for the district to offer the same or similar courses and coursework to students from another school district, county office of education, or charter school who have been impacted by any of the following: (Education Code 48345)

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be transferred to this program through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition, any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting. (Education Code 48345)

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate. (Education Code 48345)

When negotiating the ICA, the Superintendent or designee shall collaborate with the other participating local educational agencies to agree upon an appropriate shared cost structure. (Education Code 48345)

Transportation

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

Additionally, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends, if space is available.

Regulation 5117: Interdistrict Attendance **Status:** DRAFT

Original Adopted Date: 01/12/2012 | **Last Revised Date:** 03/12/2020

OPTION 1: Interdistrict Attendance Agreements and Permits

In accordance with an agreement between the district and another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its website the procedures and timelines for requesting an interdistrict transfer permit, including a link to Board Policy 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year

2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence

3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision

4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request

5. Applicable timelines for processing a request, including the following statements:

    a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received

    b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought

6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are transferred through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code 46600)

Additionally, the Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries

2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist,

or other appropriate school personnel

3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board, or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is transferred, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally transfer a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally transferred. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Once a student is transferred to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment,

unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

OPTION 1 ENDS HERE

Transfers Out of the District

A student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, provided the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

If the district is unable to provide an intradistrict transfer to a student who is a victim of an act of bullying, as defined in Education Code 46600, the district shall not prohibit the student from transferring out of the district if the district of proposed enrollment approves the application for transfer. (Education Code 46600)

The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)

1. The number of student transfers out of the district to a school district of choice has reached the limit specified in Education Code 48307 based on the district's average daily attendance
2. The County Superintendent of Schools has given the district a qualified or negative budget certification or has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice
3. The Board determines that the transfer would negatively impact any of the following: (Education Code 48307)
    a. A court-ordered desegregation plan
    b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
    c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
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AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 5141.4: CHILD ABUSE PREVENTION AND REPORTING

ATTACHMENTS: BOARD POLICY AND ADMINISTRATIVE REGULATION 5141.4: CHILD ABUSE PREVENTION AND REPORTING

FUNDING SOURCE: N/A

DISCUSSION: Attached for Board approval is the updated Board Policy and Administrative Regulation 5141.4. Both were updated to clarify that "general neglect" does not include a parent's/guardian's economic disadvantage or a child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons.

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.**
- [ ] 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 5141.4 Child Abuse Prevention and Reporting.**

PROPOSED ACTION: **APPROVE**

Item #: 20

Policy 5141.4: Child Abuse Prevention And Reporting

Status: DRAFT

Original Adopted Date: Pending

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Regulation 5141.4: Child Abuse Prevention And Reporting **Status:** DRAFT

Original Adopted Date: 01/12/2012

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)

1. A parent/guardian's economic disadvantage
2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

   Such reports shall be made to the following agency(ies):
   CWS
   Reporting number 1-800-331-1585 Option 2
   Fax# 730-2570

   P.O. Box 671
   Visalia 93279

   When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible
2. The selected person shall not participate in the interview
3. The selected person shall not discuss the facts or circumstances of the case with the child
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect

Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California

Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

   Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)

No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 6020: PARENT INVOLVEMENT**

ATTACHMENTS: **BOARD POLICY AND ADMINISTRATIVE REGULATION 6020: PARENT INVOLVEMENT**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the updated Boad Policy and Administrative Regulation 6020: Child Abuse Prevention and Reporting to ensure compliance with the California Department of Education's federal program monitoring instrument. In addition, the policy is updated to add material related to the establishment and convening of a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC).

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.**
- [ ] 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 6020: Parent Involvement.**

PROPOSED ACTION: **APPROVE**

Item #: 21

Policy 6020: Parent Involvement

Status: DRAFT

Original Adopted Date: 12/14/2006 | **Last Revised Date:** 06/01/2020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available for them to do so, in accordance with Board Policy/Administrative Regulation 5020 - Parents Rights and Responsibilities.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460 - Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding; developing strategies that describe how the district will carry out each activity listed in 20 USC 6318; and implementing and evaluating such programs, activities, and procedures. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this Board policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Regulation 6020: Parent Involvement **Status:** DRAFT

Original Adopted Date: 08/10/2017 | **Last Revised Date:** 06/01/2020

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

   The Superintendent or designee may:

   a. Invite input on the plan from other district committees and school site councils

   b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input

   c. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

   d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

   e. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

   The Superintendent or designee may:

   a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

   b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs

   c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities

   d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements

   e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

   The Superintendent or designee may:

a. Identify overlapping or similar program requirements

b. Involve district and school site representatives from other programs to assist in identifying specific population needs

c. Schedule joint meetings with representatives from related programs and share data and information across programs

d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers

c. Strategies to support successful school and family interactions

The Superintendent or designee may:

a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications

b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged

c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to Item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians

b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups

c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

a. Include information about school activities in district communications to parents/guardians and family members

b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Additionally, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in Item #7 of "School-Level Policies for Title I Schools," below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

   The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

   a. Timely information about Title I programs

   b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards

   c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

   This compact shall address:

   a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging

academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

   i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

   ii. Frequent reports to parents/guardians on their children's progress

   iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

   iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:

   a. Assist parents/guardians, as appropriate, in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

   b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

   c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

   d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

   e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

   f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

   In addition, the school plan may include strategies to:

      a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

      b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training

      c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

d. Train parents/guardians to enhance the involvement of other parents/guardians

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

f. Adopt and implement model approaches to improving parent/guardian involvement

g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs

h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities

i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

j. Provide a master calendar of district/school activities and meetings

k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, website, or other written or electronic means

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops

p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement

q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

   The district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home.

   The Superintendent or designee may:

   a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education

   b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter

   c. Provide parents/guardians with information about students' class assignments and homework assignments

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

   The Superintendent or designee may:

   a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits

   b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing

   c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

   The Superintendent or designee may:

   a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students

   b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

   c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications

   d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand

   e. Develop mechanisms to encourage parent/guardian input on district and school issues

   f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

   The Superintendent or designee may:

   a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

   b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

   c. Utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from

5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

   The Superintendent or designee may:

   a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives

   b. Involve parents/guardians and family members in school planning processes

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 6143: COURSES OF STUDY

ATTACHMENTS: BOARD POLICY AND ADMINISTRATIVE REGULATION 6143: COURSES OF STUDY

FUNDING SOURCE: N/A

DISCUSSION: Attached for Board approval are Board Policy and Administrative Regulation 6143. Both were updated to align with current state and federal law and recent court decisions, including clarifying prohibited discrimination based on single or combined protected characteristics under SB 1137 (2024). Updates were also made to reaffirm the Board's responsibility to adopt courses of study that include all required instructional content while complying with the *Mahmoud v. Taylor* decision, which requires parental notice and opt-out options for certain instructional materials. The regulation was revised to incorporate newly mandated instructional content across grade levels, including financial literacy, climate change, ethnic studies, history requirements, health education topics, and cursive instruction. Additional updates strengthen college and career readiness by expanding student and parent notifications, financial aid guidance, data-sharing disclosures, and access to statewide college planning 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 updated BP and AR 6143.**

PROPOSED ACTION: **APPROVE**

Item #: 22

Policy 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 05/10/2012 | **Last Revised Date:** 01/13/2022

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; a combination of two or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics or a combination of two or more of them. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; Penal Code 422.55; 5 CCR 4940; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Elementary Grades

The Board shall adopt a course of study for elementary grades that includes all required instructional content and sufficiently prepares students for the secondary course of study specified in Education Code 51225.3.

Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 a course of study that includes all required instructional content and prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

Additionally, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "A-G" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and make updated lists readily available. (Education Code 51229, 66204)

Parental Notification and Opt-Out

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they

may request to opt their student out of certain instruction. Students for whom the district has approved the opt-out shall be offered an alternative activity of similar educational value.

Regulation 6143: Courses Of Study **Status:** DRAFT

Original Adopted Date: 05/10/2012 | **Last Revised Date:** 01/13/2022

Grades 1-6

Courses of study for grades 1-6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, including instruction in cursive or joined italics in the appropriate grade levels, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)
    a. The history, resources, development, and government of California and the United States

       Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

    b. The development of the American economic system, including the role of the entrepreneur and labor
    c. The relations of persons to their human and natural environments
    d. Eastern and western cultures and civilizations
    e. Contemporary issues
    f. The wise use of natural resources
    g. Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods
4. Science: biological and physical aspects, with emphasis on the processes of experimental inquiry, the place of humans in ecological systems, the causes and effects of climate change, and the methods to mitigate and adapt to climate change (Education Code 51210)
5. Visual and performing arts: instruction in dance, music, theater, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)
6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
    a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available
    b. Fire prevention

c. The protection and conservation of resources, including the necessity for the protection of the environment

d. Venereal disease

e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
f. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
    i. Defining the signs and symptoms of common mental health challenges

    ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges

    iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable

    iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges

    v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse

    vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges

    vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

    Mental health instruction offered by the district shall: (Education Code 51926)

        A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners

        B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids

        C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220

        D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

        Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind

8. Violence awareness and prevention

9. Career awareness exploration

Grades 7-12

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)

    a. The history, resources, development, and government of California and the United States, including instruction in:

        i. The early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)

        ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

        iii. The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war

        iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States

    b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

        This course may include participation in a teen court or peer court program. (Education Code 51220.2)

    c. The development of the American economic system, including the role of the entrepreneur and labor

    d. Personal financial literacy

    e. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

    f. Eastern and western cultures and civilizations

    g. Human rights issues, with particular attention to the study of the inhumanity of genocide, which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides, slavery, and the Holocaust (Education Code 51221.2, 51226.3)

    h. To the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods

    i. Contemporary issues

3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; the causes and effects of climate change, the methods to mitigate and adapt to climate change; and appropriate applications of the interrelation and

interdependence of the sciences (Education Code 51220)

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

    a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

       Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice (Education Code 51225.6)

    b. Fire prevention

    c. The protection and conservation of resources, including the necessity for the protection of the environment

    d. Venereal disease

    e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

    f. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)

       i. Defining the signs and symptoms of common mental health challenges

       ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges

       iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable

       iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges

       v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse

       vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges

vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners

B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids

C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220

D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

viii. Starting with the 2026-27 school year, the dangers associated with fentanyl use (Education Code 51225.38)

12. Violence awareness and prevention

13. A one-semester course in Ethnic studies, which may be any one of the following: (Education Code 51225.3)

a. A course based on the model curriculum developed pursuant to Education Code 51226.7

b. An existing ethnic studies course

c. An ethnic studies course taught as part of a course that has been approved as meeting the University of California (UC)/California State University (CSU) A-G requirements

d. A locally developed ethnic studies course approved by the Governing Board

Such a course shall first be presented at an open Board meeting, and approved only after a subsequent open Board meeting at which the public has had the opportunity to express its views on the proposed course

For the courses described in Items #13a-d above, the curriculum, instruction, and instructional materials shall: (Education Code 51225.3)

i. Be appropriate for use with students of all races, religious, nationalities, genders, sexual orientation, and diverse ethnic and cultural backgrounds, students with disabilities, and English learners

ii. Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons based on any category protected by Education Code 220

iii. Not teach or promote religious doctrine

14. Commencing in the 2027-28 school year, a separate, stand-alone one-semester course in personal finance (Education Code 51225.3)

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

Certification of College Preparatory Courses

The Superintendent or designee shall identify district courses that may qualify for designation as "A-G" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to UC for "A-G" designation.

Notification and Information Sharing Related to Students in Grades 9-12

At the beginning of each school year, the Superintendent or designee shall provide, as part of the annual notification required pursuant to Education Code 48980, written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and CSU
2. A list of the current UC and CSU websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of CDE's website where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses
6. A separate and distinct disclosure, in accordance with 20 USC 1232g, the federal Family Education Rights and Privacy Act of 1974 (FERPA), that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning
7. Contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements

In order to provide data needed to improve student achievement and accomplish other specified goals, the Superintendent or designee shall submit student transcript information for grades 9-12 students to CCGI and shall comply with other program requirements specified in Education Code 60900.5. (Education Code 60900)

The Superintendent or designee shall provide information to students and parents/guardians regarding the

completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

The Superintendent or designee shall advise each student in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. (Education Code 51225.8)

Financial Aid Requirements for Students in Grade 12

The Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district

2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf and notify the student's parent/guardian of the student's exemption

Before a student or the student's parent/guardian is exempted from the requirement to complete the FAFSA or CDAA, the district shall provide a student and the student's parent/guardian with the following information: (Education Code 51225.7)

1. The purposes and benefits of the FAFSA or CADAA, which include consideration for financial aid

2. The consequences of not completing and submitting a FAFSA or CADAA

3. The option to complete a FAFSA or CADAA after an opt-out form has been submitted

The information provided in Items #1-3 above shall be provided: (Education Code 51225.7)

1. To the student through a meeting between a school counselor and the student or, if no school counselor is employed at the school, between the student and other school staff, through written material, or by other means of communication

2. To the student's parent/guardian, or the student when required, and shall include notification of the date by which the student will be opted out by the district if no action is taken

This notice shall be provided with sufficient time for the student or parent/guardian to act before the district opts out the student.

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, is directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with FERPA and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

The Superintendent or designee shall provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program. (Education Code 51225.7)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVAL OF 2026-2027 DISTRICT CALENDAR**

ATTACHMENTS: **2026-2027 DISTRICT CALENDAR**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for approval is the proposed 2026-2027 district calendar. This calendar has been reviewed by the administrative team, CSEA, and COUTA.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services***

BOARD GOAL:

- ☐ **1. Achieve academic excellence 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 2026-2027 District Calendar.**

PROPOSED ACTION: **APPROVE**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT CALENDAR SCHOOL YEAR 2026-2027

"Educating Minds, Inspiring Futures" DRAFT

July 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	H	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	30NT	31NT	

August 2026 (15)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3NT	4NT	5NT	6T	7T©	8
9	10T	11	12S	13+	14	15
16	17	18	19S	20	21	22
23	24^	25#	26S	27	28	29
30	31	Staff Welcome Back Breakfast: 6 Student First Day of School: 11				

September 2026 (21)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	H	8	9S	10+	11	12
13	14	15	16S	17	18	19
20	21^	22#	23S	24	25	26
27	28	29	30S			

October 2026 (21)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9Q	10
11	12	13	14S	15	16	17
18	19	20	21S	22H	23	24
25	26	27	28S	29	30TR	31

EMMS Report Card Night: 13 OHS Report Card Night: 14
Alt. Ed. Report Card Night: 15

November 2026 (15)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4S	5	6	7
8	9P	10P	11H	12P+	13P	14
15	16P^	17	18S	19	20*	21
22	H	H	H	H	H	28
29	30					

Elementary Parent/Teacher Conferences: 9-10, 12-13, 16
Minimum Day Grades TK-12: 20

December 2026 (14)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7	8#	9S	10	11	12
13	14+	15	16S	17	18*Q	19
20	H	H	H	H	H	26
27	H	H	H	H		

OHS Finals Minimum Days: 15, 17-18 OHS Finals: 16
Minimum Day Grades TK-12: 18

January 2027 (14)

Su	Mo	Tu	We	Th	Fr	Sa
					H	2
3	H	H	H	H	H	9
10	11	12	13S	14+	15	16
17	H	19	20S	21	22	23
24	25^	26#	27S	28	29	30
31						

February 2027 (18)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3S	4	5	6
7	H	9	10S	11+	12	13
14	H	16	17S	18	19	20
21	22^	23#	24S	25	26TR	27
28						

March 2027 (17)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3S	4	5	6
7	8P	9P	10S	11P+	12P	13
14	15^	16	17S	18	19*Q	20
21	H	H	H	H	H	27
28	H	30	31S			

Elementary Parent/Teacher Conferences: 8-9, 11-12
Minimum Day Grades TK-12: 19 EMMS Report Card Night: 30
OHS Report Card Night: 31

April 2027 (22)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9	10
11	12	13	14S	15	16	17
18	19	20#	21S	22+	23	24
25	26	27	28S	29	30	

Alt. Ed. Report Card Night: 1

May 2027 (20)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5S	6	7	8
9	10	11	12S	13+	14	15
16	17	18	19S	20	21	22
23	24	25	26S	27	28	29
30	H	OHS Finals Minimum Days: 28				

June 2027 (3)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3*QTR	4T	5
6	7	8	9	10+	11	12
13	14	15	16	17+	H	19
20	21	22	23	24	25	26
27	28	29	30			

OHS Finals Minimum Days: 1-3 Minimum Day Grades TK-12: 3

Legend

	No School
	Regular School Days
NT	New Teacher Institute
H	Holiday
T	Teacher Duty
S	Late Start – TK-8 start at 9:30 OHS/Alt. Ed. start at 9:25
*	Minimum Day
P	TK-5 Parent/Teacher Conferences Minimum Day
+	Board Meetings (*Jan-June Pending Board Approval*)
#	Extended Day PL (TK-5)
^	Extended Day PL (6-12)
©	Classified PD
	Summer Non-Work Days

District Holidays
July 3 - Independence Day Observed
September 7 - Labor Day
November 11 - Veteran's Day
November 26-27 - Thanksgiving
December 24 - Christmas Eve
December 25 - Christmas Day
December 31 - New Year's Eve
January 1 - New Year's Day
January 18 - Martin Luther King Day
February 8 - Lincoln's Birthday Observed
February 15 - President's Day
March 26 – Good Friday
May 31 - Memorial Day
June 18 – Juneteenth Observed

***NOTE:** Early release days will switch to a normal release time, if on foggy day schedule*

Dates to Remember
First Day of School – Aug. 11

TK-5 Parent/Teacher Conferences – *Nov. 9-10, 12-13, 16*
Mar. 8-9, 11-12

EMMS Report Card Nights – Oct. 13, March 30
OHS Report Card Nights – Oct. 14, March 31
Alt. Ed Report Card Nights – Oct.15, April 1

El Monte 8th Grade Promotion – June 1
Alt. Ed Graduation – June 2
OHS Graduation – June 3

TK-5 Trimesters
Tri 1: Aug. 11 – Oct. 30
Tri 2: Nov. 2 – Feb. 26
Tri 3: March 1 – June 3

6-12 Semesters
S1/Q1: Aug. 11 – Oct. 9
S1/Q2: Oct. 12 – Dec. 18
S2/Q3: Jan. 11 – March 19
S2/Q4: March 30 – June 3

Test Dates
OHS Fall Finals: Dec 15-18
OHS Spring Finals: May 28 – June 3

ELPAC Window: Feb. 27 – March 19
CAASPP Window: March 15 – June 3

Student Days: 180

Teacher Days: 185

Extended PL
1 hr. – September, November -December, February - April
1.5 hrs. - August
2 hrs. - January

Summer School Begins:
TK-5: June 8 – July 8
6-8: June 8 - July 8
9-12: June 9 - July 2

Board Approved

Revised 12/10/2025

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION:	**CURRICULUM AND INSTRUCTION**
AGENDA ITEM:	**APPROVAL OF OROSI HIGH SCHOOL 2026-2027 COURSE OF STUDY GUIDEBOOK**
ATTACHMENTS:	**2026-2027 COURSE OF STUDY GUIDEBOOK**
FUNDING SOURCE:	**N/A**

DISCUSSION: The Orosi High School Course of Study Guidebook is updated annually as the administration starts planning for the following school year's pre-registration and course selection. Counselors review course offerings and requirements with all students to assist in course of study planning.

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 Orosi High School Course of Study Guidebook for the 2026-2027 school year.**

PROPOSED ACTION: **APPROVE**



COURSE OF

Study Guidebook

2026-2027

"EDUCATING MINDS, INSPIRING FUTURES"

Notice of Nondiscrimination

Cutler-Orosi Joint Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts of America and other designated youth groups, as required by federal law (34 Code of Federal Regulations (CFR) Sections 100.6(d), 104.8, 106.8(a)(b); 28 CFR Section 35.106; and 20 United States Code (USC) 790).

California law also provides additional protection against discrimination based on actual or perceived ancestry, ethnicity, gender, gender identity, gender expression, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics (Education Code (EC) Sections 200, 220, and 234.6; Title 5 California Code of Regulations (5 CCR) Sections 4622, 4960(b), 4900 et seq.).

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Mario Rodriguez
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(559) 528-4731

Student Section 504 & Title II/ADACoordinator
Daniel Rocha
Assistant Principal
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Orosi High School
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Phone Number: (559) 528-4731
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Principal
Oscar Villaseñor

Mario Rodriguez – Assistant Principal
Daniel Rocha – Assistant Principal

Counseling Center
Yaimar De Leon – Counselor
Anakaren Gonzalez – Counselor
Erika Gonzalez-De La Cruz - Counselor
Tabitha Plascencia – Counselor

Cesar Barajas – District Counselor

Gary Sanchez – School Psychologist
Lorena Quezada – District Educational Social Worker

Laura Solorzano – Counseling Technician
Joanna Ruiz Lua – Registrar

Career Academies and Pathways
Lisa Castillo – Director of College and Career Readiness
Chastity Agbulos – Workforce Development Specialist
Erika Quevedo – Workforce Development Specialist

Activities & Athletics
TBD – Activities Directors
TBD – Athletics Director

Support Staff
Valeria Quevedo – Principal's Secretary
Gabriela Baeza – Outreach Aide
Michelle Cortes – ASB Clerk
Sasha Gonzalez - Office Assistant II/SARB
Ana Solano – Attendance Clerk

Cutler-Orosi Joint Unified School District

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Phone Number: (559) 528-4763
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District Administrators

Superintendent
Yolanda Valdez

Brian Zimmerman – Assistant Superintendent
Shevonne Swanson - Assistant Superintendent

Administrative Services
Angela Ruiz-Alvarez - Before/After School Program Coordinator
Antonio Quintanilla – Director of Special Services
Jayboy S. Camaquin - Administrator of Instructional Programs
Linda Montemayor - Administrator of Mental Health Services
Lisa Castillo – Director of College and Career Readiness
Leanne Cerda - Administrator of Early Childhood Education
Sunsie Tumacder – Director of Student Services
Verónica Raigoza – Administrator of Dual Immersion and Biliteracy
Laura Gonzalez – Director of Grants and Program Development

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

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HIGH SCHOOL - THE PATHWAY TO YOUR FUTURE

High school students are faced with many choices and difficult decisions. One of the biggest decisions is deciding on your goals and future aspirations. Another is selecting the appropriate program of study that will help you reach your dreams. High school is the pathway to your future. It is our mission to ensure that you are prepared to pursue the college and career choices you desire. High school builds on the formal education you received in elementary and middle school. It provides you with rich learning experiences that lead to higher education and employment. Programs within the school change as students change. Each year, courses are examined and evaluated. Student interests drive course offerings. Due to courses selected by students, courses may be modified or replaced and new courses are added. **The courses listed in this guidebook are the Orosi High School curriculum plans as of December 2025. Please note that before a course is offered next year, the course must have sufficient student enrollment.**

The school has worked to ensure the handbook's information is accurate; however, policies and rules may change. Those changes could affect the content of this publication. When planning your high school program, research your options and get guidance. Talk over your plans with your counselor. The following resources are available to help:

- **Parents**: Review the program with you and offer suggestions. Their knowledge of you is valuable and should be carefully considered.
- **Counselors and teachers**: Provide guidance on courses that match your abilities, achievements, and goals, and can clarify course selection materials.
- **Student–parent–counselor conference**: These meetings support collaborative planning and help select courses that align with your interests and postsecondary goals.

DEFINITION OF TERMS

Before registering, every student should be acquainted with the following terms. Selection of proper courses is most important, and an understanding of the terms listed below will make the selection process easier.

SEMESTER
Each school year is made of two semesters. The first half is referred to as the Fall Semester and the second half is the Spring Semester. Some courses are only one semester long, but most are a full year.

GRADES
Each semester results in a final grade. Semester grades become part of a student's permanent transcript. Students must pass both semesters of a year-long course to receive full credit.

CREDITS
Five credits are given in each class for a semester of passing work (grade of "D" or better). Credit is given on a semester basis. Each year-long course is 10 credits.

REQUIRED SUBJECTS
Certain courses must be completed in order to fulfill the requirements for graduation. For example, four years of English are required for both high school graduation and college admission.

CSU/UC "A-G" REQUIREMENTS
In addition to the required subjects for high school graduation, colleges require a specific course of study in order to gain admission. These are referred to as "a-g" courses. (See page 11)

PREREQUISITES
Some courses may not be taken until a requirement is completed. For example, a more advanced course cannot be taken until the introductory course is completed with a grade of "B" or above.

ADMINISTRATIVE POLICIES

Program Changes

All program changes are made through the College and Career Center with a student's assigned counselor. **In general, a student will not be permitted to change his/her schedule for classes after the second week of a semester.** Students may request to add or drop a class if that request is completed by the **end of the first week** of the semester and/or if it meets one of the following guidelines:

a. A graduation requirement has been omitted from the schedule.
b. A college entrance requirement has been omitted from the schedule.
c. The student received a failing grade in a prerequisite course.
d. The student has been selected for a special program.
e. Parent request has been received within the first week of the semester.

Should the student have extenuating circumstances, an administrative decision will be reached after an individual student conference. Course changes occurring after the first week, which are deemed in the best interest of the student, are at the administrator's discretion and must include a parent/teacher conference.

Reduced Period for Seniors

All students are expected to enroll in seven courses each semester. A student may be exempt from this regulation if their Individual Education Plan (IEP)/504 Plan calls for such an exemption. Seniors may also qualify for an unscheduled period at the beginning or end of the day if they meet credit and overall **2.50** gpa requirements. Students with a reduced period schedule will have a reduction in educational minutes and require written parent/legal guardian consent and/or related documentation. Hardship cases will be monitored individually and at the administrative level.

Grade Point Average Calculation (GPA)

Grades of A, B, C, D, and F are awarded grade points. The grade point average will be computed using only those courses in which a letter grade is earned. Courses that are graded on a Pass/No Pass basis are not computed into the grade point average. The cumulative grade point average is computed by assigning grade points based on the following scale and divided the number of courses:

A = 4 points B = 3 points C = 2 points D = 1 point F = 0 points

Pass/No Pass

Grades of Pass (P) or No Pass (NP) are omitted from the grade point average calculation.

Incomplete Grade (I)

A semester grade of Incomplete (I) indicates that a student has not completed the requirements for a course due to an extended illness or extenuating circumstances. The student will have six weeks to complete the required work, earn a passing grade, and request a grade change. An incomplete grade not resolved within six weeks will be changed to an "F" by the registrar.

Repeat Classes and Grades

Students who repeat a class, for an original grade of F, will receive the highest grade earned on the transcript and will earn credits for the repeated class. Students who repeat a class, for an original grade of D, will receive the highest grade earned on the transcript and will earn additional credits for the repeated class. A course in which a D/F is earned can be repeated with a course with the same curriculum even if the course title is not identical (e.g. Math 1A/B and Math 1). If a C or better is earned, the original D/F will not be included in the GPA calculation, only the new grade will be used in the GPA calculation. For "a-g" Subject Requirement purposes, a course in which a grade of "C" or better has been earned cannot be repeated. For UC/CSU purposes, a student can repeat a course as many times as desired if the grade being replaced is a D/F. Online Program courses are accepted by the UC/CSU Systems, as long as they are "a-g" approved.

Course Placement and Parental Rights

Parents may submit a written request or meet with a counselor to discuss the possibility of placing their child in a higher-level course than the one assigned. The counselor and administrator will review all relevant information with the parent and student to reach an agreed-upon placement.

Graduation Ceremony

In order to participate in the graduation ceremony in June, students must meet the entire subject, credit, portfolio, and community service requirements set by the governing board. Students must also meet an overall 95% percent attendance per year policy, an overall 2.0 gpa or above (all grades earned in 9-12th), and behavioral guidelines

published in the Student Conduct Handbook. **Students who must complete requirements in the summer session following the senior year will receive a diploma at the end of summer school, but will not be eligible to participate in the graduation ceremony.** Cap and gowns are required for participation in the graduation ceremony. Students have the option to purchase the appropriate cap and gown from the district contracted vendor or be loaned a cap and gown for use during the ceremony by Orosi High School.

Credit Recovery

Students may recover credits to satisfy graduation requirements that were previously failed. If offered, students may enroll in an online credit recovery program, summer school, and/or extension of the school day to make up credits for failed classes or to earn additional credits. Administrator/Counselor approval must be obtained before enrolling in any of these options.

Alternative Programs

Orosi High School has options available for alternative placement to assist the students who are not achieving the required progress toward graduation. Lovell High School can assist 10th through 12th graders who are 16 years or older, and Esperanza is available to students at any grade level who demonstrate a physical illness, mental illness or a pressing financial situation that precludes them from attending school on a daily basis. Appropriate documentation and a committee meeting must take place before a student can be placed on Esperanza Independent Study. Students transferred to an alternative program, whether voluntarily or involuntarily, can return to the comprehensive high school by earning sufficient credits to be on track with all graduation requirements. Additionally, they must demonstrate satisfactory attendance and behavioral patterns. This option, however, is only available to students one time during their high school career. If a student is voluntarily or involuntarily transferred to an alternative program a second time, the student will not be allowed to return to Orosi High School. He or she should plan to meet the graduation requirements of the alternative school.

Subject Designations

The following is a brief explanation of the number and letters that are used as a part of course titles:
P – College Preparatory
H - Honors
AP - Advanced Placement
DE – Dual Enrollment
1,2,3,4 - Sequence of Year
PLTW – Project Lead the Way

College Preparatory Course (P)

Courses marked with a "P" on the transcript are college preparatory courses that meet one of the entrance criteria established by the University of California/California State University Systems in the “a-g” subject requirement sequence. For a list of approved courses offered at OHS, please visit the UC Course Management Portal.

Honors Courses (H)

Honors courses follow the curriculum of our regular college-preparatory courses, with more depth, breadth, and rigor. These courses provide excellent preparation for future Advanced Placement courses. Any course designated “H” is an Honors course. An “H” in the “Honors Type” column of the “a-g” UC/CSU Approved Course List indicates that the course meets the Honors criteria specified by the UC/CSU Systems. These courses are designed for 11th and 12th graders who have completed foundational work in the subject area. Courses labeled as "honors" for 9th and 10th grades do not meet the UC honors level requirement and do not receive special "honors" credit from the University. Only courses marked with an “H” are comparable to AP or college-level courses; however, since students do not take an exam, they do not earn college

Advanced Placement (AP) Program

The AP Program is nationally recognized and is sponsored by the College Board. Courses designated as AP are rigorous college-level courses and students may receive college credit after passing the AP exam. All students who meet course prerequisites shall have equal access to Advanced Placement courses. Four year colleges and universities give special consideration to students who enroll in AP courses and will award one extra grade point for grades of "C" or higher.

The AP courses are a full year in length and students are expected to take the AP exam in the spring. Scores of 3 or higher can result in college credit at most institutions. Please visit the CollegeBoard website for more information. There is a fee to take the exam, and the scores are reported to the student's high school and designated colleges

as documentation of the student's qualifications for college credit and/or advanced placement.

Students are also required to attend a mandatory meeting with the teacher representative of the respective AP class to be enrolled. At this meeting the teacher representative will present the course expectations and students must sign an AP contract. Students are expected to complete the required summer work to be appropriately prepared for the course and to earn 'C' or better at the end of the first semester to continue. Students may also be assigned additional work to complete during winter and spring vacations. **Students may request to drop an AP course ONLY during the first week of the Fall/Spring semester.**

Advanced Placement, Honor and Dual Enrollment Courses: GPA Calculation

Grades of A, B, C, in Advanced Placement, Honors and Dual Enrollment (*General Education courses ONLY)* courses are awarded an extra grade point. The grade point average will be computed using only those courses in which a letter grade is earned. Courses that are received on a Pass/Fail basis are not computed into the grade point average. The cumulative grade point average is computed by assigning grade points based on the following scale:

A = 5 points B = 4 points C = 3 points D = 1 point F = 0 points

Dual Enrollment

The purpose of the Dual Enrollment Program at OHS is to provide an opportunity for qualified high school students to enhance their education by enrolling early in college courses. Students have the opportunity to earn high school and college credit simultaneously. OHS partners with College of the Sequoias, Reedley College, Fresno City College, and Valley ROP to offer courses on campus. For Dual Enrollment courses offered through Valley ROP and community colleges, students must meet their required criteria and be enrolled in the Valley ROP courses offered at OHS.

Academy and Pathway Completion Requirements

Academy: To be recognized as an academy completer and receive the academy graduation stole, students must successfully complete all **four** academy courses with a grade of C or higher.

Pathway: To be recognized as a pathway completer and receive the pathway graduation cord, students must successfully complete both the Concentrator and Capstone courses with a grade of C or higher.

Project Lead The Way

Curriculum used for courses in the Academy of Health Sciences and Academy of Engineering and Green Technology. Courses are rigorous and with honors level coursework. The UC/CSU's have designated the courses as honors.

California Colleges

COJUSD has partnered with the California College Guidance Initiative (CCGI), which works to ensure that all 6th-12th grade students in California have access to a systematic baseline of guidance and support as they plan, prepare, and pay for post-secondary education and training. CCGI has two overarching objectives: 1. All high school seniors graduate with a thoughtful, well-informed, post-secondary plan. 2. Students' academic transcript, unique identifier, and college and career planning data follow them in a manner that reduces information gaps that hinder student success. All OHS students will have an account on CaliforniaColleges.edu and will be using it throughout their high school career to explore and plan for college and career. OHS Counselors will implement classroom lessons to guide students through the exploration and planning using CaliforniaColleges.edu.



REQUIREMENTS FOR DIPLOMA and COLLEGE ADMISSION

PROGRESS TOWARDS EARNING A HIGH SCHOOL DIPLOMA

Subject	Orosi High School Diploma Requirements	UC and CSU "a-g" Admission Eligibility (The minimum grade for UC/CSU Eligibility is C-)
A. Social Science	3 years **(30 credits)** 10th grade: World History 11th grade: US History 12th grade: Economics/Civics	2 years: 1 year of World History and 1 year of US History or ½ US History and Civics
B. English	4 years **(40 credits)**	4 years
C. Math	3 years – must include one year of Math 1 **(30 credits)**	3 years required: Math 1, Math 2, and Math 3 (4 years recommended for UC)
D. Science	2 years –one year of Life Science and one year of Physical Science **(20 credits)**	2 years (3 years recommended for UC) must be a laboratory science in at least two of three areas: Biology, Chemistry, or Physics
E. Foreign Language	One year Foreign Language *OR* Fine Art **(10 credits)**	2 years of same language (3 years recommended for UC)
F. Fine Art		1 year
G. Electives	**110 Credits** (**must include Ethnic Studies**)	1 year from approved course list
Physical Education	**20 Credits**	NA
	-Total of 260 Credits	**Total Minimum of 15 A-G courses (UC's require you complete 11 A-G courses by end of 11th grade)**
Other requirements	For Diploma ⭐Senior Portfolio and Exit Interview ⭐Community Service Hours: 60 Hrs. **AND** For Ceremony 🎓GPA of 2.0 or above 🎓95% Attendance Rate each year	Exams: PSAT: October, 10th/11th grade **CSU GPA of 2.5 or above to apply** **UC GPA 3.0 or above to apply**

The following number of credits towards earning a high school diploma will be the standard for minimum achievement (students not meeting the minimum credit mark, must retake courses to meet graduation requirements or may be selected to transfer to alternative education due to credit deficiency:

Freshman – spring semester ..... 35 credits
Sophomore – fall semester ..... 65 credits
Sophomore – spring semester..... 95 credits
Junior – fall semester..... 120 credits
Junior – spring semester..... 155 credits
Senior – fall semester ..... 190 credits
Senior – spring semester ..... 225 credits
Requirement for a diploma..... 260 credits

Students who fail to earn the required number of semester credits to stay on track for graduation will be placed on an academic contract. Failure to meet the contract's terms may result in a recommendation to transfer to alternative education. Counselors will meet with students and parents to review the contract and discuss the transfer process if needed.

SAMPLE 4 –YEAR PLAN FOR UC/CSU ADMISSION

~~A-G~~ Required Courses for California State University/University of California (4-Year Plan)

	9th Grade	10th Grade	11th Grade	12th Grade
A-G Requirements	**1. English 1/H* 2. Math 1/2 3. Co-Ed PE 4. Integrated Science 5. Speech/Ethnic Studies** 6. Elective/Academy/Pathway/AVID 7. Elective	**1. English 2/H* 2. Math 3. Co-Ed PE 4. Biology 5. World History** 6. Elective/Academy/Pathway/AVID 7. Elective	**1. English 3/AP English Lang.* 2. Math 3. US History/DE*** 4. Elective: **Chemistry** Recommended 5. Elective/Academy/Pathway/AVID 6. Elective 7. Elective	**1. ERWC/AP English Lit.* 2. Economics/Civics 3. Math** 4. Elective/Academy/Pathway/AVID 5. Elective 6. Elective 7. Electively
A – History/Social Studies 2 Years		World History	US History US History (DE)*	Civics/Economics AP Government* Political Science 2 (DE)*
B – English 4 Years	English 1 Honors English 1*	English 2 Honors English 2*	English 3 AP English Language*	ERWC AP English Literature* COS English 1 & 2*
C – Mathematics 3 Years / 4 Years (OHS)	Math 1 Math 2 (Per Recommendation)	Math 2 Math 3 (Per Recommendation)	Math 3 Adv. Math (Per Recommendation)	Adv. Math Calculus Statistics Intro to Statistics (DE)* *Quantitative Reasoning (TQR) (g)*
D – Science 2 Years *(3 Years Recommended)*	Integrated Science AOHS: Principles of Biomedical* AEGT: Intro. To Engr. Design*	Biology AOSA: Ag. Biology AOHS: Human Body Systems* AEGT: CADD	Chemistry Physics **AOSA:** Plant Science 1 **AOHS:** Medical Intervention* **AEGT:** Principles of Engineering Biology 20 (DE)* Geology 1L (DE)*	Chemistry AP Biology Physics **AOHS:** Biomedical Inno.* **AEGT:** Engr. Design and Dvlp.* Biology 20 (DE)* Geology 1L (DE)*
E – World Language 2 Years *(3 Years Recommended)*	Spanish 1, Spanish 2, Spanish 3, AP Spanish*, Spanish 1 (DE)* *level 2 for High School*			
F – Visual/Performing Arts 1 Year	Art/3-D 1, Art 2, Floral Design, Digital Video Production, Adv. Media Production, Photography, Adv. Photography Digital Design, Graphic Design Production Symphonic Band, Choir, Guitar, Inter. Guitar, Mariachi, Drama, Music Appreciation (online), Art Appreciation (DE)*			
G – Electives 1 Year	Any course on the approved list or a course above All VROP Regional Courses			
(*) Honors/Advanced Point Augmentation (GPA Point Boost) ***(DE)** Dual Enrollment, college credit*				

NCAA - National Collegiate Athletic Association

Here's what you have to do to be eligible:

1. Graduate from high school
2. Complete a minimum of 16 core classes
3. Present a minimum grade-point average (GPA in core classes)
4. Present a qualifying test score on either ACT or SAT test

Course Subject	Division I	Division II
English	4 years	3 years
Mathematics (Math 1 or higher)	3 years	2 years
Science (natural/physical) (1 lab science)	2 years	2 years
Social Science	2 years	2 years
Additional English, math or science	1 year	2 years
Additional course (from any of the above, and/or, Foreign Language, Non-doctrinal Religion/philosophy)	4 years	3 years

Students who plan to enroll in college as freshmen and compete in NCAA Division I or II athletics must be certified by the NCAA Eligibility Center. The Center reviews academic records and test scores to confirm that prospective student-athletes meet NCAA initial-eligibility standards.

Responsibility for completing the certification process rests with the student and parent, with assistance from the high-school counselor. Start the process in the spring of your sophomore year. Apply and find full instructions at www.ncaa.org. To be certified, the Eligibility Center must receive:

- A completed and signed student release form and the required fee.
- An official transcript sent directly from each high school you have attended.
- Official ACT or SAT scores sent directly to the Eligibility Center (use code 9999).
- **Contact your counselor if you need help with the application or document submissions.**

COLLEGE ADMISSION TESTING

PSAT & College Entrance Exams — Facts and Registration

- **PSAT** (Preliminary SAT/NMSQT): Students may sign up for the PSAT through their counselor. The PSAT/NMSQT helps students practice for the SAT and, for 11th graders, serves as the qualifying test for National Merit Scholarship recognition. At Orosi High School, the PSAT/NMSQT is administered to 11th graders in October; 10th graders may be offered the PSAT in the spring. Fee waivers for the PSAT/NMSQT are available to eligible 11th-grade students—see your counselor in the Counseling/Career Center. For official dates and details, visit the College Board website at collegeboard.org.
- **SAT** (Scholastic Assessment Test): The SAT is a widely used college-admissions exam that assesses evidence-based reading and writing and math. Many students take the SAT in the spring of their junior year and/or again in the fall of their senior year to improve scores. Free, official SAT practice is available through Khan Academy (khanacademy.org). Fee waivers for eligible students may be obtained from the counselor. See collegeboard.org for test dates and locations.
- **SAT Subject Tests** (formerly SAT II): SAT Subject Tests were discontinued by the College Board in 2021 and are no longer offered. Consult prospective colleges for current subject-testing or placement requirements.
- **ACT:** The ACT is an alternative college-admissions exam covering English, math, reading, and science reasoning (with an optional writing section). The ACT is administered at designated test centers; check act.org for dates and locations. Orosi High School does not administer the ACT on campus—students should register online and verify local test centers.
- **Fee Waivers and Support:** Fee waivers for college-entrance exams are available for eligible students—contact your counselor for details. Free official SAT prep is available at khanacademy.org; additional resources may be available through the Counseling/Career Center.
- **University Requirements:** Admissions testing requirements vary by college. Many institutions no longer require SAT/ACT scores for admission or for certain programs; for example, the University of California (UC) system has suspended use of SAT/ACT scores in admissions decisions. Always confirm current testing policies and requirements with each college to which you plan to apply.
- **Where to Get Help:** For registration help, test dates, fee-waiver eligibility, and preparation resources, see your counselor or visit:
    - collegeboard.org (SAT & PSAT/NMSQT)
    - khanacademy.org/sat (official SAT practice)
    - act.org (ACT)

FINANCIAL AID, SCHOLARSHIPS AND GRANTS

Free Application for Financial Aid (FAFSA)-Federal and State Aid (MANDATORY)
The single most important document for applying for financial aid is the Free Application for Financial Aid (FAFSA). Only by submitting this document are students eligible for federal and state assistance, such as Pell and Cal Grants. These applications are available online in October and may be filed any time between October 1st and March 2nd. Students and parents are required to use an **FSA ID**, made up of a username and password. Your FSA ID is used to confirm your identity when accessing your financial aid information and electronically signing your **FAFSA** documents. Application is launched using californiacolleges.edu.

CA Dream Act Application - State Aid for Dreamers, DACA, and AB540 Students
The California Dream Act Application window is from October 1st through March 2nd and can only be completed by students who meet the following qualifications:

- Students who live in California and meet the eligibility requirements for a non-resident exemption, or
- Students who have a U Visa or TPS status
- Graduated from a California high school or attained the equivalent prior to the start of the college term, Equivalency Certificate from the California GED Office

If the applicant is without lawful immigration status he/she will be required to file an affidavit with the college or university they are attending stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This affidavit is filed with the college they attend.

Model FAFSA or CADAA Opt-Out Form
The Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) determines a pupil's eligibility for financial aid to assist with a pupil's attendance at a college or career school. California Code (CEC) 51225.7 requires a local educational agency to to confirm each 12th grade pupil's completion and submission of a FAFSA or CADAA unless the pupil is determined to be exempted or an opt-out form is completed by a pupil who is a legally emancipated minor, a pupil who is 18 years or older, a legal guardian, or parent, or a local educational agency on a pupil's behalf. This opt-out form permits a pupil to opt out of the completion of a FAFSA or CADAA form.

Cal Grant GPA: OHS Counselors will submit all GPAs electronically to the State for Cal Grant eligibility purposes by October 1st, unless you opt out by the end of your junior year. Your Cal Grant GPA will be calculated on a 4.00 scale (to two decimal places) and extra weight will not be added for Honors, Advanced Placement or International Baccalaureate classes. Your GPA must include all grades from your sophomore year, the summer following your sophomore year, your junior year and the summer following your junior year, except those for physical education, Reserve Officers Training Corps and remedial courses. (Remedial courses are those that aren't counted toward high school graduation.) If you apply after your senior year, your GPA must include your senior-year grades.

Local Scholarships:
OHS has local scholarships that are awarded to students who have demonstrated academic excellence. Students must complete a local scholarship application to compete for these awards. All applications are available on the OHS Scholarship List posted on the Counseling Center website. See your Counselor for more information.

REAP Scholarship Program: Students earn $125.00 for each semester they receive an "A" in core college prep classes with an opportunity to earn up to $500 per semester. **Student Requirements**: Must have at least one parent who immigrated to the US; Neither parent has a bachelor's degree from a US educational institution; Family income is less than $65,000 (copy of parents' taxes must be attached to application for the previous tax period). Please see your REAP Coordinator for more information and an application.

Other Scholarships:
There are a wide variety of additional scholarships and grants available to students who wish to explore these opportunities. Many scholarships and grants are advertised in the school bulletin, online, via school email, and by individual organizations. Each college and university also offers institutional scholarships and grants to incoming students who meet defined criteria as specified by each system of higher education. The military also offers a wide range of scholarship and grant opportunities to students interested in pursuing a career in the military. See your Counselor for more information.

Visit the OHS Scholarship Website for information about the latest Scholarships!

UNIVERSITY OF CALIFORNIA / CALIFORNIA STATE UNIVERSITY ENTRANCE REQUIREMENTS

To be eligible an applicant must have successfully completed a specific sequence of high school courses. Those required courses are referred to as the "a-g" course requirements. For the UC, to meet minimum admission requirements, you must complete 15 year long high school courses with a letter grade of C or better—at least 11 of them prior to your last year of high school. For the CSU, to meet minimum admission requirements, you must complete 15 year long high school courses with a letter grade of C or better. For both the UC and CSU, California applicants must earn at least a 2.5 GPA for CSU's and a 3.0 GPA for UC's. The following list is the "a-g" course requirements:

Subject Area	Years Required
a History/Social Science Including one year of world har of U.S. History and one-half year of Civics or American Government Story, cultures, and geography; and one year of U.S. History or one-half year of Civics/American Government	**1 Year Required**
b English College-preparatory English that includes frequent and regular writing, and reading of classic and modern literature.	**4 Years Required**
c Mathematics College-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the eighth grade that your high school accepts as equivalent to its own math courses.	**3 Years Required** (4 years strongly recommended)
d Laboratory Science Fundamental knowledge in at least two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science courses that have biology, chemistry, or physics as prerequisites and offer substantial new material may be used to fulfill this requirement.	**2 Years required** (3 years strongly recommended)
e Language Other Than English (LOTE) Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.	**2 Years required** (must be the same language) (3 years strongly recommended)
f Visual and Performing Arts (VAPA) Approved arts course from a single VAPA discipline (dance, drama/theater, music, or visual art).	**1 Year Required**
g College Preparatory Elective In addition to those required in a-f above, chosen from the following areas; visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the e requirement or two years of another language or courses approved for use as "g" electives.	**1 Year Required**

UC/CSU Validation

Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in Quick Reference Guide to UC Admissions.
CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the CSU Admission Handbook.

Required A-G courses may be satisfied with appropriate test scores on Advanced Placement exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to Quick Reference Guide to UC Admissions. For UC, the omission of a course in Geometry cannot be validated by any examination score.

A-G GPA

Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned on the CSU application. However, when completing the UC admission application, all A-G courses and grades must be reported. A maximum of 8 extra grade points (honors points) from four year long courses awarded for UC-approved high school honors, AP, and transferable college courses. No more than two year long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.

CALIFORNIA HIGHER EDUCATION OPPORTUNITIES

Community College (CCC)	Admissions Requirements
Number of: Approximately 116 statewide **Schools:** Fresno City, Willow International, Reedley, College of the Sequoias, West Hills, Merced and many more **Length:** Two years **Course Work:** Career and job-entry majors. Transfer credits to four- year educational institutions. **Degree or Certificates:** Vocational certificates. Associate of Arts. Associate of Science. **Costs (Tuition & books):** Varies based on budget **Website:** http://www.scccd.edu	**Core Subject Requirements:** There are no subject requirements. **Grade Point Average (GPA):** There is no minimum GPA requirement. **Educational Background:** You must be at least 18 years old or a high school graduate.
California State University (CSU)	**Admissions Requirements**
Number of: Twenty-three (22) statewide, accepting the top one-third of the graduates. **Schools:** CSU Fresno, CSU Bakersfield, CSU Stanislaus, Cal Poly San Luis Obispo **Length:** Four years **Course Work:** Pre-professional training. Various majors. **Degrees:** Bachelor of Arts. Bachelor of Science. Various master's degrees. Teaching credentials. **Costs (Tuition & books):** Varies based upon budget factors. **Website:** http://www.CalStateApply.edu	**Core Subject Requirements:** Must complete all "a-g" courses with a letter grade of "C" or better. "a-g" course list is provided on pg. 14. **Grade Point Average (GPA):** A minimum 2.5 is required. GPA **Educational Background:** Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements. **Assessments:** N/A
University of California (UC)	**Admissions Requirements**
Number of: Nine (9) undergraduate statewide, accepting the top 12.5% of the graduates. **Schools:** Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz **Length:** Four years **Course Work:** Pre-professional training. Various majors. **Degrees:** Bachelor of Arts. Bachelor of Science. Various master's degrees. Various doctorate degrees. **Costs (Tuition & books):** Varies based on budget factors. **Website:** http://www.universityofcalifornia.edu/admissions	**Core Subject Requirements:** Must complete all "a-g" courses with a letter grade of "C" or better. "a-g" course list is provided on pg. 14. **Grade Point Average (GPA):** A minimum 3.0 GPA is required. **Educational Background:** Graduate from high school or hold a valid California High School Proficiency Examination Certificate and meet the core subject requirements. **Assessments: N/A**
Private Colleges and Universities	**Admissions Requirements**
Number of: Approximately 200 statewide **Schools:** Fresno Pacific University, University of Southern California, Pepperdine, University of the Pacific, Stanford, Claremont Colleges and more **Length:** Four years **Course Work:** Curriculum, programs, and professional programs vary according to the size or specialty of the college/university. **Degrees:** BA/BS, but may offer up to a doctorate **Costs (Tuition & books):** Approximately $10,000–$80,000 per year.	Admission requirements vary by college or university. Usually students have met or exceeded the UC core subject requirements and assessment requirements.

COS COLLEGE OF THE SEQUOIAS · Reedley College · FRESNO STATE Discovery. Diversity. Distinction. · FRESNO PACIFIC UNIVERSITY · UCMERCED

COLLEGE PLANNING CALENDAR

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
AUGUST SEPTEMBER	Develop course plans for this year & next three years. Begin writing your high school resume. Get involved in school sports or activities. Keep track of all extra-curricular activities, academic awards, community involvement, etc.	Review your high school course plans. Ask your counselor about taking the PSAT. Get involved in school sports or activities.	Review your high school course plans. Make plans to take the PSAT. Plan to attend College Night.	Reduce your list to 5 to 10 colleges. Register for SAT Reasoning, ACT, SAT Subject exams. (not required for UC/CSU) Plan to attend College Night. Begin applying for scholarships.
OCTOBER	Begin your high school years by getting in the habit of doing your best in all courses.	Review your high school course plans. Explore the resources available to you in the College and Career Center.	Take the PSAT	Work on your application essays. Take the SAT/ACT, if necessary. Ask teachers to write recommendations. Attend a financial aid workshop and submit your FAFSA/CA Dream Act Continue applying for scholarships.
NOVEMBER	As you look ahead to college, spend time on identifying the following: ● Goals and values ● Academic interests and abilities ● Activities and outside interests ● Personality and relationships with others ● Possible career interests	Continue to do your best in all your courses	Begin to explore college possibilities. Continue to do your best in all your courses.	Take the SAT Reasoning and ACT, if necessary. Give your counselor the school report forms. UC and CSU applications due Nov. 30th. Be sure to submit your FAFSA/CA Dream Act March 2. Continue applying for scholarships.
DECEMBER			PSAT scores reports will be returned. Make plans to visit colleges during your school vacations.	Pay attention to all deadlines. Be sure to submit your FAFSA/CA Dream Act March 2. Continue applying for scholarships
JANUARY	Review your first semester grades. Evaluate your progress towards high school graduation and college and career goals. Seek out help if you are not on track.	Review your first semester grades. Evaluate your progress towards high school graduation and college and career goals. Seek out help if you are not on track.	Review your first semester grades. Evaluate your progress towards high school graduation and college and career goals Start exploring financial aid possibilities.	Attend a financial aid workshop and submit your FAFSA. Apply to community colleges. Explore all possible scholarship opportunities. Be sure to submit your FAFSA/CA Dream Act March 2. Continue applying for scholarships
FEBRUARY	Eventually, you will be required to take admission tests that measure skills in various areas. One of the things you can do now in an effort to be in the best position to succeed is to develop good reading habits throughout your high school years. Those students who do so will find they have higher scores.	Continue to evaluate your goals. Consider taking AP courses next year.	Consider taking AP courses next year. NCAA registration	Respond to all requests from colleges for additional information. If you have not done so already, submit your FAFSA/CA Dream Act. Continue applying for scholarships
MARCH			Take the SAT Reasoning either now or in May.	Consider taking AP exams. Continue to do your best in all your courses FAFSA/CA Dream Act due March 2nd. Continue applying for scholarships
APRIL			Fine-tune your list of college possibilities. Begin researching colleges and universities you are interested in regarding programs they offer and information on scholarships.	Admission decisions arrive Financial aid awards should arrive soon. Revisit any colleges, if necessary. Apply to community colleges, if you have not already done so. May 1, deadline to accept an admission from a 4-year university. Continue applying for scholarships
MAY			Take AP exams, if appropriate. Plan your summer college visits.	Notify colleges of your plans Take AP exams, if appropriate. Be sure to accept your financial aid award. Continue applying for scholarships
JUNE		Find a summer job, or take a summer enrichment course	Find a job to continue saving for college, or take a summer enrichment course.	**GRADUATION!** If attending a 4-year college or university in the fall, submit a final official transcript to the campus you will attend. Find a job in an effort to meet your expected contribution to the cost of college.



CALIFORNIA COLLEGE & CAREER INDICATORS

The College/Career Indicator measures how well you are likely to succeed after graduation.

[EARN YOUR COLLEGE & CAREER GRADUATION CAP]

PREPARED

REQUIREMENT: High School Diploma

SMARTER BALANCE
Receive a 3+ on both Math & ELA

ADVANCED PLACEMENT
2 AP Exams Score of 3+

DUAL ENROLLMENT (COLLEGE CREDIT)
2 College Courses with a "C" or Better

CTE Pathway (capstone w/a "C" or better)
1. Complete CTE Pathway
2. Fulfill (1) of the following options:

SMARTER BALANCE
Receive a combination of 2 & 3 on Math & ELA

COLLEGE CREDIT
1 College Course with a "C" or Better

Seal of Biliteracy
1. Complete All English Requirements with a 'C' or Better
2. 3+ on ELA Smarter Balance &
3. Fulfill (1) of the Following Options:

ADVANCED PLACEMENT
3+ on AP Spanish Language Exam
- OR -

4 YEAR COURSE OF STUDY
"B's" or Better on Spanish Courses Through AP Spanish Language

REQUIREMENT: High School Diploma & A-G Requirements

CTE PATHWAY
Complete Pathway & Capstone with a "C" or Better

SMARTER BALANCE
Receive a Combination of 2 & 3 on Math & ELA

ADVANCED PLACEMENT
1 AP Exam Score of 3+

COLLEGE CREDIT
1 College Course with a "C" or Better

A-G Requirements
(General Course Description)

A	HISTORY/SOCIAL SCIENCE TWO (2) YEARS	WORLD HISTORY & U.S. HISTORY
B	ENGLISH FOUR (4) YEARS	ENGLISH 1, 2, 3, & EXP. READING/WRITING OR COS ENGLISH 1 & 2
C	MATHEMATICS THREE (3) YEARS	MATH 1, 2, 3 (4 YEARS RECOMMENDED)
D	LAB SCIENCE TWO (2) YEARS	BIOLOGY & INTEGRATED SCIENCE OR CHEMISTRY (3 YEARS RECOMMENDED)
E	LOTE TWO (2) YEARS	2 YEARS OF THE SAME NON-ENGLISH LANGUAGE SPANISH (3 YEARS RECOMMENDED)
F	VISUAL/PERFORMING ARTS ONE (1) YEAR	ART, CHOIR, BAND, MARIACHI, GUITAR, AND DRAMA
G	COLLEGE-PREP ELECTIVE ONE (1) YEAR	AN ADDITIONAL APPROVED "A-F" COURSE

OHS CAREER PATHWAYS AND ACADEMIES

Orosi High School offers three Career Pathway Academies: Academy of Health Sciences, Academy of Engineering and Green Technology, and Academy of Sustainable Agriculture. In addition, OHS offers several Career Pathways in Law and Justice, Arts Media Entertainment in Video Production and Photography, Music, Agricultural Mechanics, Education, Nursing, Sports Medicine, Firefighting (Urban Rural and Wildland Fire), Construction Trades, Aviation, Business Finance and we continue to grow pathway opportunities. Students must obtain a "C- " or better in all Academy and or Pathways courses to be considered an "Academy / Pathway Completer".

The differences between a Career Academy and Career Pathway are as follows:

Career Pathway Academy

- o 9th-12th grade commitment
- o Cohorted in at least two courses
- o Interdisciplinary Units of Study
- o CTE Course each year aligned to industry
- o Internships, Apprenticeships & Job Shadowing
- o PLTW & NAF Courses
- o CSU College Credit if you meet all NAF

Career Pathway

- o Commitment to a sequence of courses
- o You do not have to be cohorted
- o No Interdisciplinary Units of Study
- o No Internships, Apprenticeships, or Job Shadowing requirements; however, there are opportunities to participate
- o Some dual credit options
- o No PLTW or NAF Courses
- o CTE Courses
- o Can be in multiple pathway

What is Career and Technical Education?

Hands-on learning that connects classroom lessons to real-world careers

Career-focused programs in areas like health care, technology, business, engineering, culinary arts, and more

Earn certifications and college credits while still in high school.
Build skills employers need — communication, teamwork, problem-solving, and leadership

Explore your interests early to discover career paths that fit your goals and passions

Get a head start on college or a high-paying job right after graduation

Learn from industry professionals and gain experience through internships, labs, and projects

CTE PATHWAYS

OHS Academy's

OROSI HIGH SCHOOL ACADEMY OF Health Sciences

The Academy of Health Sciences provides students with a rigorous curriculum across all core subjects, along with opportunities to explore health science technologies and medical careers. The program develops personal growth and 21st-century skills, preparing students for success in postsecondary education and the workforce.

OROSI HIGH SCHOOL ACADEMY OF Engineering & Green Technology

The Academy of Engineering and Green Technology offers students a rigorous curriculum across all core subjects, with a focus on science, technology, engineering, and mathematics. The program connects learning to real-world applications and fosters the skills and knowledge needed for success in higher education and future careers.

OROSI HIGH SCHOOL ACADEMY OF Sustainable Agriculture

The Academy of Sustainable Agriculture provides students with a rigorous curriculum across all core subjects and opportunities to explore careers in plant and environmental science, animal science, agricultural technology, and sustainable resource management. The program promotes personal growth, leadership, and 21st-century skills, preparing students for success in postsecondary education and the workforce.

OHS Pathways

- Administrative Law and Justice
- Ag. Mechanics/Engineering
- Automotive Collision Repair/Paint
- Aviation Technology
- Business and Finance
- Construction Technology
- Diesel Mechanics
- Early Child Development
- Education
- Engineering Technician
- Media and Entertainment
- Nursing
- Photography
- Robotics
- Urban Fire Fighting
- Wildland Firefighting
- Work Experience Education

OROSI HIGH SCHOOL PATHWAY OF Administrative Law & Justice

OROSI HIGH SCHOOL PATHWAY OF Media & Entertainment

OROSI HIGH SCHOOL CAREER PATHWAY OF EDUCATION

CAREER PATHWAY OF BUSINESS AND FINANCE

CAREER PATHWAY OF CONTSTRUCTION TRADES

COURSE DESCRIPTIONS

The following information is a collection of the courses offered at Orosi High School. For specific information on courses, please see your high school counselor.

DISCLAIMER: NOT ALL COURSE OFFERINGS ARE AVAILABLE DURING ALL SEMESTERS. COURSE OFFERINGS ARE SUBJECTED TO CHANGE.

TRANSCRIPT SUBJECT DESIGNATIONS

The following is a brief explanation of the number and letters that are used as a part of course titles on student transcripts and in this course guidebook:

P - College Preparatory courses
H - Honors and enriched university preparatory courses
AP - Advanced Placement college level courses
DE - Dual Enrollment courses
1,2,3,4 - Sequence of year courses
PLTW - Project Lead the Way course
VROP - Valley Regional Occupational Program
AOHS - Academy of Health Science
AOSA - Academy of Sustainable Agriculture
AGET - Academy of Engineering and Greenhouse Technology

ACADEMIC LANGUAGE DEVELOPMENT 1

SUBJECT AREA: Elective
a-g DESIGNATION:
GRADES: 9-10
PREREQUISITE: Per Recommendation
HONORS / DE: N/A

This course is primarily designed for Expanding/Bridging and long-term English Learners (>6 years). Placement is based on grade level and teacher input. This course aims to enable students to study and practice academic discourse and to develop the language skills necessary to read, write, and speak in an academic context. Students will critically evaluate readings from various genres and build linguistic academic competence in English. The CA ELD Standards and CCSS Anchor Standards will guide this course.

ACADEMIC LANGUAGE DEVELOPMENT 2

SUBJECT AREA: Elective
a-g DESIGNATION:
GRADES: 11-12
PREREQUISITE: Per Recommendation
HONORS / DE: N/A

This course is primarily designed for Expanding/Bridging and long-term English Learners (>6 years). Placement is based on grade level and teacher input. This course aims to enable students to study and practice academic discourse and to develop the language skills necessary to read, write, and speak in an academic context. Students will critically evaluate readings from various genres and build linguistic academic competence in English. The CA ELD Standards and CCSS Anchor Standards will guide this course.

ADVANCED DIGITAL PHOTOGRAPHY

416

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 10-12
PREREQUISITE: Photography
HONORS / DE: N/A

This course is a yearlong course for students interested in hands-on photography using digital cameras and computers. Students will have an introduction to elements of art and principles of design. This course will familiarize students with digital photography equipment – including DSLRs, materials, and methods through theory and hands-on practice. Students will learn the history of photography, studying and emulating a variety of photographic styles. Students will create a digital portfolio of original compositions. Students will develop the abilities to aesthetically value critiques of their own work and that of their classmates.

ADVANCED MATH

SUBJECT AREA: Mathematics
a-g DESIGNATION: c
GRADES: 11-12
PREREQUISITE: Math 3 with “C” or better
HONORS / DE: Honors

Advance Math is a combination of College level Trigonometry and Pre-Calculus. The first three chapters are a transition from high school mathematics (Math 1, Math 2, Math 3) to College Algebra. The 4th to 6th Chapter is introduction to College Trigonometry (Unit Circle, Graphing Trigonometric Functions, Proving Trigonometric Identities, and Real life Application of trigonometry which prepares prospective engineering students). Chapter 7 to 10 covers College level of Systems of Inequalities, partial fraction, linear programing, matrices and determinants, conic sections and analytical geometry, and Sequences /Induction.

ADVANCED MEDIA PRODUCTION (VROP)

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 10-12
PREREQUISITE: Digital Video Production
HONORS / DE: N/A

VROP Advanced Media Production is a two semester elective course in the Broadcast Media Production field and it is designed to provide an understanding of broadcast techniques used within the industry. This course is a hands-on, activity based course intended to stimulate interest and understanding of the broadcast media production area. Students will learn advanced techniques in broadcast media production. Technology is incorporated throughout the course, including the Adobe Premiere Pro video editing software. In this course, students develop technical skills in the field of broadcast media production.

ADVANCED PLACEMENT ENGLISH LANGUAGE

SUBJECT AREA:	English
a-g DESIGNATION:	b
GRADES:	11
PREREQUISITE:	English/H 2 with "C" or better Successful completion of Summer Work & Instructor approval
HONORS / DE:	Honors, GPA Boost

The primary goals of this course are to prepare students for the AP test in English Language, and to introduce students to the rigor of college level work. Students will read and analyze an extensive list of nonfiction prose: essays, speeches, etc. They will write analytical essays concerning the prose they are reading, argumentation essays about various philosophical, political, and social issues, and synthesis essays that gather information from various sources.

ADVANCED PLACEMENT SPANISH LANGUAGE

SUBJECT AREA:	Foreign Language
a-g DESIGNATION:	e
GRADES:	10-12
PREREQUISITE:	Spanish 3 with "C" or better Successful completion of Summer Work & Instructor approval
HONORS / DE:	Honors, GPA Boost

This class is conducted entirely in Spanish with authentic materials from the Spanish-speaking world. As a result of this course, students should be able to use the Spanish language to: understand spoken and written Spanish in authentic dialogues, lectures, oral presentations, newscasts, newspapers, letters, essays, podcasts, Internet articles, instructions, short stories, poetry and other mediums; speak on a wide variety of formal and informal topics through presenting, convincing, arguing, inquiring and describing with accuracy and fluency; write formal and informal compositions in a wide variety of styles (e-mail, letters, presentation, analysis, synthesis) with appropriate grammatical structure, expanded vocabulary use and proper use of register to differentiate between audiences; take the AP® Spanish Language exam in May.

ADVANCED ROBOTICS (VROP)

SUBJECT AREA:	Elective
a-g DESIGNATION:	N/A
GRADES:	10-12
PREREQUISITE:	Robotics
HONORS / DE:	N/A

This course will be given introductions to the VEX Robotics Design System and Autodesk Inventor while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles: as such, programming is NOT required. However, this course is structured in such a way that teachers and students who want to include a more Computer Science heavy layer with the course can do so.

AGRICULTURE BIOLOGY

SUBJECT AREA:	Life Science
a-g DESIGNATION:	d
GRADES:	10
PREREQUISITE:	Ag. Science 1
HONORS / DE:	N/A

This laboratory science course deals with the life functions and interrelationships of plants and animals. The course focuses on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and diseases, and the ecological relationship among plants, animals, and humans. The student will participate in an agriculture project as a "hands-on" activity. Participation in FFA is an integral part of this course.

AGRICULTURE CHEMISTRY

SUBJECT AREA:	Physical Science
a-g DESIGNATION:	d
GRADES:	11-12
PREREQUISITE:	AOSA; Concurrently enrolled in Math 3 or have completed Math 3 with "C" or better
HONORS / DE:	N/A

This course is designed to provide students with an opportunity to study introductory, general, organic, physical, inorganic, analytical and biological chemistry with a focus on discipline integration. After an intensive immersion into applied mathematics, students will begin to explore concepts of matter and its changes. These topics will develop into a more specific focus on the way biochemistry is seen in agriculture. Emphasis in this course will be placed on the integration of physiological chemistry to various levels of agricultural science. Students of this course become members of the National FFA Organization and are required to participate in FFA events throughout the year.

AGRICULTURE MECHANICS/ENGINEERING 1

SUBJECT AREA:	Elective
a-g DESIGNATION:	g
GRADES:	9-11
PREREQUISITE:	N/A
HONORS / DE:	DE Spring (if available)

This course is designed to familiarize students with the general skills that they need for a career in Agriculture Mechanics or Agriculture Engineering. This course covers electricity, concrete, plumbing, measurement, cold metalworking, welding, and woodworking. Students will demonstrate communication and leadership abilities through participation in FFA. To stay enrolled in the course, students must pass the OSHA certification during the first semester.

AGRICULTURE MECHANICS/ENGINEERING 2

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 10-12
PREREQUISITE: Ag. Mechanics/Engineering I & OSHA Certification
HONORS / DE: DE Spring (if available)

This course is designed to enhance and build upon the skills learned in Agriculture Mechanics 1. Students will learn and apply skills in welding, construction, blueprinting, job site work conditions, surveying, and other areas related to the agriculture industry. Students will demonstrate communication and leadership abilities through participation in FFA.

AGRICULTURE MECHANICS/ENGINEERING 3

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: Ag. Mechanics/Engineering 2 & OSHA Certification
HONORS / DE: N/A

Students will use advanced welding procedures, learn electrical wiring principles, create portfolios, gain job-seeking skills, use computer-aided drafting and design software, as well as design, budget for, and build projects. Students will demonstrate communication and leadership abilities through participation in FFA. This course is a dual-enrollment course through VROP and Reedley College.

AGRICULTURE MECHANICS/ENGINEERING 4

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: Ag. Mechanics/Engineering 3 & OSHA Certification
HONORS / DE: DE Spring (if available)

Students will use advanced welding procedures, learn electrical wiring principles, create portfolios, gain job-seeking skills, use computer-aided drafting and design software, as well as design, budget for, and build projects. Students will demonstrate communication and leadership abilities through participation in FFA. This course is a dual-enrollment course through VROP and Reedley College.

ART 2

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 10-12
PREREQUISITE: Art 1 / 3-D Design
HONORS / DE: N/A

Students will continue to develop technical and creative skills in drawing, painting, and printmaking along with a greater exploration of art media, materials and techniques. Students will be exposed to a variety of artists, styles, culture and historical periods of art. Writing, research, study skills, and sketchbook assignments will be required along with an emphasis on art presentation, portfolio preparation, and careers in art.

ART/ 3-D DESIGN 1

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

Students will develop skills in producing expressive, original works of art through 2d materials such as pencil, colored pencil, ink, and paint as well as clay and other 3d materials. Students will use the elements of art (line, shape, form, texture, space, color and value) and the principles of design (emphasis, rhythm, repetition, pattern, movement, contrast and unity) as they apply to their 2d work, pottery, and sculpture. Basic drawing techniques and color theory will be covered in Art and various hand building skills such as pinch, coil, soft slab, and hard slab techniques will be used in 3d design.

AUTO BODY PAINT AND COLLISON (VROP)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: DE

This course provides hands-on training with industry-standard tools and safety practices to build on basic auto body and refinishing skills. Students learn sanding, masking, panel repair, rust removal, spray-painting techniques, and final paint rub-out for professional finishes. The course also covers frame alignment and structural repair to factory specifications, preparing students for advanced training or entry-level employment.

AUTOMOTIVE MAINTENANCE (VROP)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: DE

The course will prepare students with the knowledge and skills to perform diagnosis and repair of various automotive components to be prepared to enter entry level positions in the automotive service industry

AVID 9

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 9
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: N/A

AVID 9 is the first course in this rigorous college preparatory program. This course provides the support necessary for students to be successful, employing WICR (writing, inquiry, collaboration, and reading) strategies. Extra writing instruction is used to enhance English classes. Three-ring binders, tutorials, and collaboration are regular components of this course. Students review organization, Cornell note-taking, and test taking skills. Writing and communication skills are more advanced. Students begin to explore college and career

options. College tutors are brought in to assist students in classes.

AVID 10

SUBJECT AREA:	Elective
a-g DESIGNATION:	g
GRADES:	10
PREREQUISITE:	AVID 9
HONORS / DE:	N/A

AVID 10 is the second course in this rigorous college preparatory program. This course provides the support necessary for students to be successful, employing WICR (writing, inquiry, collaboration, and reading) strategies. Extra writing instruction is used to enhance English classes. Three-ring binders, tutorials, and collaboration are regular components of this course. Students review organization, Cornell note-taking, and test taking skills. Writing and communication skills are more advanced. Students begin to explore college and career options. College tutors are brought in to assist students in classes.

AVID 11

SUBJECT AREA:	Elective
a-g DESIGNATION:	g
GRADES:	11
PREREQUISITE:	AVID 10
HONORS / DE:	N/A

AVID 11 is the third course in this rigorous college preparatory program. This course provides the support necessary for students to be successful, employing WICR (writing, inquiry, collaboration, and reading) strategies. Colleges and careers are the primary focus in AVID 11. Financial aid, college and scholarship applications are introduced. Students review organization, Cornell note-taking, test taking skills, and strategies. Extra writing instruction is used to enhance English classes. Three-ring binders, tutorials, and collaboration are regular components of this course. Writing, communicating, and tutoring continue.

AVID SENIOR SEMINAR

SUBJECT AREA:	Elective
a-g DESIGNATION:	g
GRADES:	12
PREREQUISITE:	AVID 11
HONORS / DE:	N/A

AVID 12 is the fourth course in this rigorous college preparatory program. This course provides the support necessary for students to be successful, employing WICR (writing, inquiry, collaboration, and reading) strategies. Portfolio, college admissions essays, and writing are focused in this year's AVID senior seminar curriculum. Students review organization, Cornell note-taking, test taking skills, and strategies. Extra writing instruction is used to enhance English classes. Three-ring binders, tutorials, and collaboration are regular components of this course. Writing, communicating and tutoring continue.

AVID TUTOR

SUBJECT AREA:	Electives
a-g DESIGNATION:	N/A
GRADES:	12
PREREQUISITE:	2.5 GPA, Counselor/Teacher/Parent Approval Enrolled in AVID Senior Seminar
HONORS / DE:	N/A

Single semester course. Students must be concurrently enrolled in AVID Senior Seminar.

BIOLOGY

SUBJECT AREA:	Life Science
a-g DESIGNATION:	c
GRADES:	10-12
PREREQUISITE:	N/A
HONORS / DE:	N/A

Biology is the study of plant and animal life and their interconnected relationships. Performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. There are four life science disciplinary core ideas in high school:
1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity.
In addition to covering the four life science disciplinary core ideas, students will also cover a state mandated comprehensive sexual health unit called Positive Prevention PLUS Sexual Health Education for America's Youth.

BIOMEDICAL INNOVATION (AOHS)

SUBJECT AREA:	Life Science
a-g DESIGNATION:	d
GRADES:	12
PREREQUISITE:	Medical Interventions
HONORS / DE:	Honors, GPA Boost

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare communities. In the Biomedical Innovation course, students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare.

BUSINESS AND PERSONAL FINANCE

SUBJECT AREA: Mathematics
a-g DESIGNATION: g
GRADES: 12
PREREQUISITE: Two-years of high school Math
HONORS / DE: N/A

This course encompasses 15 financial math topics such as: personal financial planning, budgeting and wise spending, the importance of insurance, long-term investing, buying a house, personal loans, consumer credit, consumer debt, starting a business, and analyzing business data. This course does not meet University of California requirements, but does meet OHS math requirements.

COMPUTER AIDED DESIGN AND DRAFTING (CADD) (AEGT)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 10
PREREQUISITE: Introduction to Engr. Desin
HONORS / DE: N/A

This course is the fundamentals of design and drawing for production. Students will analyze engineering design problems and develop solutions through sketches, CAD drawings and 3D printed prototypes.

CALCULUS

SUBJECT AREA: Mathematics
a-g DESIGNATION: c
GRADES: 11-12
PREREQUISITE: Adv. Math with a “C” or better
HONORS / DE: N/A

This course will introduce students to essential calculus concepts as well as improve both the understanding of these concepts and the ability to communicate thinking. Students will be prepared for taking Calculus in college or AP Calculus the following year.

CERTIFIED NURSING ASSISTANT (CNA)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 12
PREREQUISITE: 2.5 GPA, SS# or ITIN Tax ID
HONORS / DE: DE

Double block; one year course. This class includes classroom instruction and clinical hours in a long-term care facility. The course instructs students on the care of geriatric residents. And RN or LVN teachers and supervises the class. . They work directly under the supervision of the registered and vocational nurses. This course prepares students for the National Nurse Aide Assessment written/oral examination. This course is a 2 period course with extended hours required. *Highly recommend to take Medical Terminology*.

CHEMISTRY

SUBJECT AREA: Physical Science
a-g DESIGNATION: d
GRADES: 11-12
PREREQUISITE: Concurrently Enrolled in Math 3 or have passed Math 3 with “C” or better
HONORS / DE: N/A

This course is a student activity centered laboratory program in general chemistry. The course of study includes the composition, properties, and transformations of matter. Topics include the metric system, chemical reactions, compounds, elements, atomic structure, properties of solids, liquids, and gasses, nuclear and organic chemistry.

CIVICS

SUBJECT AREA: History/Social Science
a-g DESIGNATION: a
GRADES: 12
PREREQUISITE: N/A
HONORS / DE: N/A

Single semester course. This course concentrates on the study of the organization of the American government and the responsibilities of each branch of the government. Current events -world, domestic, and local are analyzed in order for the student to understand functions of government in relation to these events. The individual responsibilities of citizens in a democracy are also emphasized.

CO-ED PHYSICAL EDUCATION 1

SUBJECT AREA: Physical Education
a-g DESIGNATION: N/A
GRADES: 9
PREREQUISITE: N/A
HONORS / DE: N/A

The course provides the student with a program of basic activities designed to input knowledge and experience in individual, dual and team sports. Each course will include a physical fitness segment using appropriate conditional activities related to the Physical and Health-Related Fitness Test for California. This course covers the 3 major goals of physical education: movement skills and knowledge, self-image and personal development, and social development.

CO-ED PHYSICAL EDUCATION 2

SUBJECT AREA: Physical Education
a-g DESIGNATION: N/A
GRADES: 10-12
PREREQUISITE: Co-Ed Physical Education 1
HONORS / DE: N/A

The course provides the student with a program of basic activities designed to input knowledge and experience in individual, dual and team sports. Each course will include a physical fitness segment using appropriate conditional activities related to the Physical and Health-Related Fitness Test for California. This course covers the 3 major goals of physical education: movement skills and knowledge, self-image and personal development, and social development.

CONCERT CHOIR

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

This is an advanced performing group for highly motivated and musically talented students. The focus is on two and three part-singing with emphasis on music from a variety of historical periods and choral styles. Music theory, sight-reading, and ear training are also a part of this course. Rehearsal, both in and outside of class time, and public performance are considered a required part of this course.

CONSTRUCTION TECHNOLOGY- Exterior (VROP)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: DE Spring (if available)

Perquisite: VROP Constriction Tech.- Interior
This course prepares students for the competency skills and knowledge necessary to enter the field of residential and light commercial construction. This is the second course in the residential construction pathway. Students will learn in depth application at all the various areas of construction, technology, wood products manufacturing, and exterior building construction.

CONSTRUCTION TECHNOLOGY- INTERIOR (VROP)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: DE Spring (if available)

Dual Enrollment. Course is taken at Lovell High School.
This course prepares students for the competency skills and knowledge necessary to enter the field of residential and light commercial construction. This year long double block course provides student application at all of the various areas of construction, technology, wood products manufacturing, and interior building construction and will have an emphasis on finish carpentry.

COS ENGLISH 1

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 12
PREREQUISITE: “B” or better in English 1, 2, 3 or 2.6 GPA
HONORS / DE: DE, GPA Boost

Fall semester course. This course is a college freshman composition course that emphasizes expository writing, close reading, cogent thinking, familiarity with information technology, and research strategies. This course requires a substantial research component.

COS ENGLISH 2

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 12
PREREQUISITE: COS English 1 with a “C” or better
HONORS / DE: DE, GPA Boost

Spring semester course. This course is a college composition course and gives students the opportunity to study and apply logic and cogent thinking to written and oral communication, as well as develop advanced writing skills. Students learn to recognize logical fallacies, analyze others' arguments, and produce their own arguments and solutions to problems, using primary and secondary research.

CRIME SCENE INVESTIGATION (VROP)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 10-12
PREREQUISITE: Intro. to Criminal Justice
HONORS / DE: DE Spring (if available)

This course develops an awareness of the various components of criminal investigation. Emphasis is placed on the development of attitudes, skills, and competencies related to crime scene investigation. It introduces students to the study of criminal investigation and technique analysis. The focus throughout is collection, protection, and preservation of evidence as it relates to the investigative process. The course emphasizes writing.

DANCE ELEMENTS - PE

SUBJECT AREA: Physical Education
a-g DESIGNATION:
GRADES: 10 - 12
PREREQUISITE: PE 1
HONORS / DE:

his elective course is designed as a two-semester introduction that provides students with a foundation in physical education and dance. Students will begin to develop technical strength, fitness, endurance and flexibility through the basic skills of ballet, tap, jazz, folk-ethnic and creative (modern) movement. Elements of dance history, genre, terminology, critical analysis and performance will be covered. Students will gain knowledge in various health and nutrition topics for lifelong learning.

DE AMERICAN GOVERNMENT (PSCI2)

SUBJECT AREA: Social Science
a-g DESIGNATION: N/A
GRADES: 12
PREREQUISITE: N/A
HONORS / DE: DE, GPA Boost

This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology.

DE APPLIED LEARNING & STUDY STRATEGIES

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 10-12
PREREQUISITE: Financial Literacy (Fall)
HONORS / DE: DE Spring (**COS - HDEV 221**)

This course is designed to prepare students for the college academic learning environment with emphasis on applied learning/study strategies and effective planning. Strategies include learning styles and preferences, reading and critical thinking, time management, goal setting, note taking and writing skills, memory principles, and test taking techniques.

DE ART APPRECIATION 2 (ART2)

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: N/A
GRADES: 10-12
PREREQUISITE: N/A
HONORS / DE: DE, GPA Boost

Lecture course to learn the cultural significance of the arts. Instruction covers media and movements, the elements and principles of design to understand the visual language of the arts and the methods artists use to communicate ideas to the public. The course emphasizes the multicultural visual dialogue that occurs throughout the different communities in the world.

DE CHILD FAMILY & COMMUNITY (CHID 42)

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 11-12
PREREQUISITE: DE Child Growth and Development
HONORS / DE: DE, GPA Boost

The processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence.

DE CHILD GROWTH AND DEV. (CHID 39)

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 11-12
PREREQUISITE: N/A
HONORS / DE: DE, GPA Boost

Examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.

DE COLLEGE ALEGEBRA (MATH 3A)

SUBJECT AREA: Mathematics
a-g DESIGNATION: c
GRADES: 12
PREREQUISITE: Math 3 or Adv. Math
HONORS / DE: DE, GPA Boost S2

This is a college level course in algebra for majors in science, technology, engineering, and mathematics. Students will study polynomial, rational, radical, exponential, absolute value, and logarithmic functions. Topics include systems of equations, theory of polynomial equations, and analytic geometry.

DE SPANISH 1 (SPAN 1)

SUBJECT AREA: Foreign Language
a-g DESIGNATION: N/A
GRADES: 10-12
PREREQUISITE: HS Spanish 1 with "C" or better
HONORS / DE: DE, GPA Boost

Level 2 for High School Spanish. This is a beginner level course in conversational and writing skills in Spanish for non-native speakers; intended for students without previous exposure to Spanish. Students will gain an introduction to pronunciation, vocabulary, idioms, grammar, basic composition, and they will explore the cultures of Spain, Latin America, and Hispanic cultures of the US.

DE STATISTICS (MATH 11)

SUBJECT AREA: Mathematics
a-g DESIGNATION: N/A
GRADES: 12
PREREQUISITE: Pre-Statistics (Fall) with "C" or better
HONORS / DE: DE, GPA Boost S2

This course includes the following topics: descriptive measures, probability and sampling distributions, central limit theorem, one and two sample hypothesis tests, analysis of variance, predictive techniques, correlation and regression

DE UNITED STATES HISTORY

SUBJECT AREA: Social Science
a-g DESIGNATION: a
GRADES: 11
PREREQUISITE: N/A
HONORS / DE: DE, GPA Boost S2

This course traces the political, social, and economic development of the United States from Reconstruction Era to the present.

DIESEL MECHANICS

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: N/A
HONORS / DE: DE

This entry-level course introduces students to the Caterpillar Diesel Technician Pathway at Reedley College with no prior experience required. Students learn parts and operation of

Caterpillar C1.1 diesel engines, basic service and inspection procedures, plus fundamentals of low-voltage electrical systems and basic hydraulics. Emphasis is on reading service manuals, safety practices, preventative maintenance, and beginning repair and diagnostic skills.

DIGITAL DESIGN & MARKETING

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 10-12
PREREQUISITE: N/A
HONORS / DE: N/A

This project-based class is designed to expose students to various computer applications that they will encounter in both workforce and academic settings. This class focuses on current topics in business and marketing including the 4 P's: Product, Price, Place, & promotion. Students will learn the principles of great design and typography while using Adobe Photoshop.

DIGITAL VIDEO PRODUCTION (VROP)

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-11
PREREQUISITE: N/A
HONORS / DE: DE Spring (if available)

Students will learn the specialized vocabulary of the film and television industry and develop communication and design to express themselves clearly and concisely in their production of film, video, and television segments. Students throughout the course will develop ideas individually or within groups, research subject content, script, propose, and produce. Students will study the impact of film and television on society and community from a social, economic, and political viewpoint as well as the reverse impact. A variety of films will be previewed by students in class, analyzed according to historical and cultural aspects, and critiqued based on design and technological attributes. The focus of study is on the creative parts of film and how film is created and produced. Students will create a digital portfolio as a final project.

ECONOMICS

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 12
PREREQUISITE: N/A
HONORS / DE: N/A

Single semester course. Economics introduces the student to the study of how individuals and groups use their limited resources to satisfy their daily needs. Topics range from economic policies to personal consumerism.

ELD 1

SUBJECT AREA: Elective
a-g DESIGNATION: TBD
GRADES: 9-12
PREREQUISITE: ELPAC Level 1-2
HONORS / DE: N/A

This course develops survival vocabulary and basic language patterns for recently arrived students. Core units follow a rigorous path that builds language, vocabulary, grammar, reading, and writing at the student level through various scaffolds. Students are concurrently enrolled in English 1 Intensive A / B. The CA ELD Standards and CCSS Anchor Standards will guide this course

ELD 2

SUBJECT AREA: Elective
a-g DESIGNATION: TBD
GRADES: 9-12
PREREQUISITE: ELD 1
HONORS / DE: N/A

This course builds on the skills taught and developed in ELD 1 to continue English proficiency growth. Content drawn from the mainstream curriculum, while chunking, visual restatements, and specialized lesson structure, enriches ability and skill. Language vocabulary, and writing prepare students for mainstream courses. Students are enrolled in one period of ELD 2 and students are enrolled concurrently in Intensive English C. The CA ELD Standards and CCSS Anchor Standards will guide this course.

ENGINEERING DESIGN & DEVELOPMENT (AEGT)

SUBJECT AREA: Physical Science
a-g DESIGNATION: d
GRADES: 12
PREREQUISITE: Principles of Engineering
HONORS / DE: Honors, GPA Boost

Students will work as part of a team to develop a solution to a technical problem of your choosing. Research, design, test, and construct your solution or recommendations, then present the solution to industry or community partners. You and your team will use what you've already learned to guide you through the process of design and product development.

ENGINEERING TECHNICIAN

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: DE

Double block course. This course provides students learning opportunities for Engineering Design Principles and Manufacturing processes. The course emphasizes the graphic language, mechanical drawing, 2D/3D modeling for students interested in preparing for careers in the design and production of mechanical, electrical, and computer systems. Students will design prototype models and then manufacture it using computer numerical controlled (CNC) rapid equipment, routers, and lathes. Students will also receive training on the fundamentals of hydraulic and electrical systems including theory, application and troubleshooting.

ENGLISH 1

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 9
PREREQUISITE: N/A
HONORS / DE: N/A

This course is designed to meet the needs of college-bound students. Students will study the various elements of literature, will read a variety of fiction (novel, short story, drama, and poetry), and will focus on oral composition and presentation, as well as, the study of informational text. Extensive writing will reinforce both understanding of literature and organization of ideas. Daily homework assignments are expected and students should read on grade level.

ENGLISH 1 HONORS

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 9
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: Honors, GPA Boost

The course offers a challenging and rigorous year long course of differentiated instruction appropriate to individual students. This course is literature based, exploring short stories, novels, myth, drama, and poetry to provide a basis for reading, writing, discussing, and listening. Honor students will be expected to possess independent critical thinking skills and to function at a faster pace, as more works of literature will be covered. Daily homework assignments are expected and students should read on or above grade level.

ENGLISH 2

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 10
PREREQUISITE: English 1
HONORS / DE: N/A

This is the second of the college preparatory English courses. Reading assignments will include short stories, novels, classical literature, and dramatic literature. Writing assignments include a variety of essay formats- narrative, response to literature, analytical, persuasive and research. Students will be expected to do daily homework assignments and should read on grade level.

ENGLISH 2 HONORS

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 10
PREREQUISITE: English/H 1 “B” or better
HONORS / DE: Honors, GPA Boost

Honor students will be expected to possess independent critical thinking skills and to function at a faster pace, as more works of literature will be covered. This course is literature based, exploring short stories, novels, classical literature and dramatic literature to provide a basis for reading, writing, discussing, and listening. Daily homework assignments are expected and students should read on grade level.

ENGLISH 3

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 11
PREREQUISITE: English 2
HONORS / DE: N/A

This is the third of the college preparatory English courses. The course focuses on classical literature, both ancient and modern and explores a variety of reading and writing formats. Writing assignments include a variety of essay formats- narrative, response to literature, analytical, persuasive and research. Students will be expected to do daily homework assignments and should read on grade level.

ENGLISH TUTOR

SUBJECT AREA: Electives
a-g DESIGNATION: N/A
GRADES: 11-12
PREREQUISITE: 2.5 GPA, Counselor/Teacher/Parent Approval
HONORS / DE: N/A

Single semester course. Students have the opportunity to tutor students in reading intervention classes. Students will be under the guidance of the teacher.

ETHNIC STUDIES

SUBJECT AREA:
a-g DESIGNATION: TBD
GRADES: 9
PREREQUISITE: N/A
HONORS / DE: N/A

Students will acquire a deep understanding and appreciation of the rich tapestry of ethnic diversity that shapes our world in order to cultivate an inclusive environment promoting an empathy, understanding, and respect of all diverse cultures. Students will be equipped with knowledge, skills, and perspectives necessary to thrive in an increasingly interconnected and multicultural global society. In addition, students will recognize the educational gains that can result from cultural pluralism in a multiethnic nation. Students will come to understand citizens of our pluralistic society intercultural competence: self-acceptance, acceptance of one’s culture, and acceptance of persons of other cultures.

EXPOSITORY READING AND WRITING

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 12
PREREQUISITE: English/AP 3
HONORS / DE: N/A

The course is designed to prepare students for college-level English. The course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing to increase mastery of academic language.

FINANCIAL LITERACY

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 10-12
PREREQUISITE: N/A
HONORS / DE: N/A

Single semester course. Second semester, students will be enrolled in CPS Student Success (HDEV 221). This course will highlight key strategies for improving a student's understanding of personal responsibility, self-management and how to manage personal finances. The student will demonstrate financial literacy for both academic and personal applications, as well as learn how to communicate with diverse individuals and excel in the workplace by using multimodal strategies via reading, writing, speaking, listening and presenting The student will learn how to set College and career planning goals that includes financial literacy education to teach students how to make wise financial decisions to promote financial wellbeing over their lifetime. The lessons and projects will include financial concepts as they relate to real world experiences students will encounter as they explore college, career and post-secondary options.

FLIGHT SCIENCE & AVIATION (VROP)

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 11-12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: DE

This course is designed to train students for entry-level jobs in the fast growing industry of Aviation Maintenance and Commercial Airplane Pilots. The course I designed to accommodate students with no previous flying experience. The course will prepare students for the FAA knowledge requirements for certificates and ratings required to operate aircraft as a commercial pilot. The course prepares students to take the Private Pilot Ground Exam. Some topics covered include principles of flight, Aerodynamics, aircraft controls, engine systems, basic weather and weather services for pilots, navigation, radio communication, and Federal Aviation Regulations.

GRAPHIC DESIGN PRODUCTION

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: Digital Design & Marketing
HONORS / DE: N/A

Students develop a foundation in Multimedia and Graphic using Digital Arts related software. Students are introduced to jobs and careers in multimedia and create a variety of projects that focus on incorporating industry standards. Students gain hands-on experience and learn the basics of Adobe Creative Cloud. They also work with camera equipment and develop storytelling skills.

GUITAR

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

This course is an entry-level course for the student interested in learning to play the guitar. Students will be exposed to the various forms of notation for the guitar (standard notation, chord figuration and tablature), various strumming styles and musical styles available for the guitarist.

HOMEROOM/ADVISORY

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

This class meets once per week to focus on college, career, and citizenship skills (3CR). In addition to weekly lessons, students have the opportunity to meet with their advisory teacher to review grades and monitor progress towards graduation. This course is Pass/No Pass and non-credit earning. Students work on the creation of their Senior Portfolio and prepare for their Senior Exit Interviews.

FLORAL DESIGN/HORTICULTURE

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 12
PREREQUISITE: N/A
HONORS / DE: N/A

This course allows students to apply an artistic approach to floral design. Students will explore elements and principles of design, 2 or 3 dimensional designs, history of floral art, arraignment styles and techniques, and occasional designs. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals and materials. Students are expected to participate in FFA activities or events through this course.

HUMAN BODY SYSTEMS (AOHS)

SUBJECT AREA: Science
a-g DESIGNATION: d
GRADES: 10
PREREQUISITE: Principles of Biomedical Science
HONORS / DE: Honors, GPA Boost

In this course, students examine the interactions of body systems as they explore identity, power, communication, movement, protection, and homeostasis. Students design experiments, investigate the human body's structures and functions of the human body and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases, and often play the role of biomedical professionals to solve medical mysteries.

INTEGRATED SCIENCE

SUBJECT AREA: Physical Science
a-g DESIGNATION: d
GRADES: 19-12
PREREQUISITE: N/A
HONORS / DE: N/A

Integrated Science will introduce students to the major science disciplines: Biology, Chemistry, Earth Science and Physics through an integrated laboratory approach. Students will delight in the inquiry learning through discovery by doing. At the same time, students will be enthused to learn more through advanced courses.

INTENSIVE ENGLISH A/B

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 9-12
PREREQUISITE: ELPAC Level 1-2
HONORS / DE: N/A

This intensive course is designed to assist recently arrived students for whom English is not their primary language and are either non-English speakers or limited English speakers at the beginning levels of oracy, reading, and writing in English. The course focuses on the development of basic proficiency in the four domains of communication: listening, reading, writing, and speaking, with an emphasis on oral communication. The course goals and objectives are based on the CCSS Anchor Standards while targeting the California ELD Standards: Grades 9-12 Emerging Level. Students are concurrently enrolled in ELD 1.

INTENSIVE ENGLISH C

SUBJECT AREA: English
a-g DESIGNATION: b
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

The intensive course focuses on the development of basic proficiency in the four domains of communication: listening, reading, writing, and speaking, with an emphasis on receptive and interpretive language. This course was designed to accelerate language development for students as they expand their language development in reading and writing. The course is aligned with the CCSS while targeting the CA ELD Standards. It is focused on informational texts, context connections to science, economics, world languages, health, and technology, and interactive work text with scaffolds for student learning and practice to be prepared to successfully mainstream into a grade-appropriate English course and allow them to be college and career ready when enrolled in a college level English course. Students are enrolled concurrently in ELD 2.

INTERMEDIATE GUITAR

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: Guitar 1
HONORS / DE: N/A

Intermediate Guitar is a year-long course in ensemble and solo performance skills, music theory, sight reading, and guitar literature. In addition to solo works, students perform classical, jazz, and multicultural musical genres arranged for 3 - 4 parts. This is a performing ensemble which participates in two major concerts per year, as well as a variety of other venues.

INTRO TO AGRICULTURE SCIENCE 1 AOSA

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 9
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: DE Spring (if available)

This course is designed to introduce students to the many different areas of agriculture and FFA (Future Farmers of America). Students have the opportunity to experience agricultural science firsthand and experience a variety of projects in plant science, animal science, technology, ag mechanics, agricultural business management, leadership skills, and ornamental horticulture and floriculture. As members of the FFA, all students participate in leadership activities and career exploration.

INTRO TO CRIMINAL JUSTICE (VROP)

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 10-11
PREREQUISITE: N/A
HONORS / DE: DE Spring (if available)

This course is designed to provide an overview of crime and the Administration of Justice in the United States. The class will specifically explain the hierarchy and inner-workings of the juvenile and adult criminal justice systems in California, as well as the civil justice system. It will focus on the realities of enforcement and apprehension at the federal, state, and local levels, prosecution, courts, and the disposition of people charged with the commission of crimes.

INTRO TO ENGINEERING DESIGN (AEGT)

SUBJECT AREA: Physical Science
a-g DESIGNATION: d
GRADES: 9
PREREQUISITE: N/A
HONORS / DE: Honors/GPA Boost

The IED course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

INTRO TO GRAPHIC DESIGN & MULTIMEDIA

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

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INTRODUCTION TO TEACHING

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: 2.5 GPA
HONORS / DE: DE Spring (if available)

This course introduces students to the role of the teacher in public schools. Students will study various aspects of K-12 education and the process of credentialing. Students will gain practical experience in assisting a classroom teacher in a nearby elementary school. There will be a variety of learning methods including site observations, class discussions, readings and guest speakers. Students will also learn about the CBEST exam (required for all teachers).

LEADERSHIP

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

Students learn how to run meetings according to the Roberts Rules of Order. They also learn to take an active role in guiding the student body to participate in positive activities such as assemblies, special events, and visiting speakers.

MARIACHI

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

Mariachi allows students to study music specific to the history and culture of Mexico. Students will have the opportunity to learn many of the musical works associated with the Mariachi style. Instrumental instruction will be given on the violin, vihuela, guitar, trumpet, and guitarron. Vocal instruction is provided as well.

MATH 1

SUBJECT AREA: Mathematics
a-g DESIGNATION: c
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

The fundamental purpose of Mathematics 1 is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math 1 is designed to be the first course in a series of three integrated math courses.

MATH 2

SUBJECT AREA: Mathematics
a-g DESIGNATION: c
GRADES: 10-12
PREREQUISITE: Math 1
HONORS / DE: N/A

The fundamental purpose of the Mathematics 2 course is to formalize and extend the mathematics that students learned in the Mathematics 1 course. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Math 2 is designed to be the second course in a series of three integrated math courses. This course will further develop the mathematical skills and thinking strategies learned in Mathematics 1 and will prepare students for the next level of the Integrated Math series at Orosi High School and for further study at the university level.

MATH 3

SUBJECT AREA: Mathematics
a-g DESIGNATION: c
GRADES: 11-12
PREREQUISITE: Math 1 & 2
HONORS / DE: N/A

Integrated Math III is the final course in the three-course Carnegie Learning Integrated Math Series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance.

MATH TUTOR

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 11-12
PREREQUISITE: 2.5 GPA and Counselor/Teacher/Parent Approval
HONORS / DE: N/A

Single semester course. Students have the opportunity to tutor students in mathematics classes. Students will be under the guidance of the teacher.

MEDICAL INTERVENTIONS (AOHS)

SUBJECT AREA: Life Science
a-g DESIGNATION: g
GRADES: 11
PREREQUISITE: Human Body System “C” or better
HONORS / DE: Honors/GPA Boost

Student must be concurrent enrollment in Chemistry and Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis,

and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail.

MEDICAL TERMINOLOGY / EMR

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 10-12
PREREQUISITE: N/A
HONORS / DE: DE

The Medical Terminology course prepares students for entry level positions into numerous occupations in health care and gives the student a fundamental understanding of the human body. Students study the body systems including anatomy and physiology; pathology, diagnostics, symptomatic and therapeutic terms, numerous medical procedures, abbreviations, pharmacology terms, and medical records. Students also learn combining forms, prefixes and/or suffixes which enables them to understand and comprehend the language used in health care. CPR, choking intervention and use of AED’s will also be covered in the year long course.

OFFICE/ LIBRARY ASSISTANT

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 11-12
PREREQUISITE: 2.5 GPA and Counselor/Parent Approval
HONORS / DE: N/A

Students must be in good academic standing – One or two semesters and written parent permission and written parent permission. Students have the opportunity to assist in the daily operation of Orosi High School. Student placement is based on office personnel request and grading is pass/no pass only."

PHOTOGRAPHY

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

This course is a yearlong course designed for students interested in photography and learning basic camera functions, digital manipulation, and principles of elements and design. Students will acquire skills to create, represent, and design through digital photographic and software media. Students will explore their interests in photography through project-based artwork; learn career opportunities, historical perspectives, and commercial applications. In each unit, student activities include class critiques and self-assessments. Written assessments on art intent will be evaluated, and students will engage in daily aesthetic valuing through verbal and short written responses in class during discussions and lecture.

PHYSICS

SUBJECT AREA: Physical Science
a-g DESIGNATION: d
GRADES: 11-12
PREREQUISITE: Concurrently Enrolled in Math 3 or have passed Math 3 with “C” or better
HONORS / DE: N/A

Physics is a college-preparatory course designed to familiarize the students with the physical world around them, as revealed through motion, energy, wave phenomena, light and electricity, and structure of the atom and nucleus. Great emphasis is placed on problem-solving and graphical analysis of data; as such, mastery of physics depends significantly upon the student’s skills in mathematics.

PLANT SCIENCE 1

SUBJECT AREA: Life Science
a-g DESIGNATION: d
GRADES: 11
PREREQUISITE: Ag. Biology
HONORS / DE: DE Spring (if available)

This is an introductory course in the field of plant science. Topics include basic botany and plant physiology; plant growth, leaves, roots, fruits, stems, and flowers; cells; plant reproduction; genetics; and the plant kingdoms. This course also examines plant propagation, plant pests, landscape establishment and maintenance, greenhouse management, and the principles of design.

PLANT SCIENCE 2

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 12
PREREQUISITE: Plant Science 1
HONORS / DE: DE Spring (if available)

This course will provide the student with theories and principles related to environmental horticulture science.

PRINCIPLES OF BIOMEDICAL SCIENCES (AOHS)

SUBJECT AREA: Life Science
a-g DESIGNATION: d
GRADES: 9
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: Honors/GPA Boost

Students investigate various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes.

PRINCIPLES OF ENGINEERING

SUBJECT AREA: Physical Science
a-g DESIGNATION: d
GRADES: 11
PREREQUISITE: CADD
HONORS / DE: N/A

POE is a project-based course that introduces students to the profession of engineering and engineering technology, by exploring various technologies related to manufacturing processes, and engineering systems. Students will use critical thinking skills to analyze, synthesize, and design engineering systems. Students will apply skills and knowledge of math, science, communication, and technology in complex problem solving activities.

ROBOTICS

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

This course will introduce students to the fascinating and fun world of robotics, covering everything from simple toys to the complex logic and articulation of environmental sensing, recording and actuating devices, as well as automated design and manufacturing machines. Students will learn to design, build and program a device that responds to external information to perform a set of particular tasks. This highly complex area of study involves understanding how electronics, electrical, pneumatic and computer systems can be used to control robots which receive information from sensors and programmable inputs to go through a set of motions that are purposeful for its designed functions.

SPANISH 1

SUBJECT AREA: Foreign Language
a-g DESIGNATION: e
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

This course is designed for students who have very little or no knowledge of the Spanish language. The course emphasizes the development of basic elements of the language such as: acquisition of vocabulary, reading comprehension, formal/informal spoken Spanish and the expression of ideas written/orally.

SPANISH 2

SUBJECT AREA: Foreign Language
a-g DESIGNATION: e
GRADES: 9-12
PREREQUISITE: Spanish 1 “C” or better or Counselor/Teacher Approval
HONORS / DE: N/A

This course is designed for students who are orally fluent in the Spanish language. The course emphasizes the development of language skills through the studying of cultural and social aspects of the Spanish civilization via: acquisition of vocabulary, formal/informal spoken Spanish, mastery of grammar tenses, reading comprehension, grammatical writing skills, composition of expository passages, and the expression of ideas written/orally with accuracy and fluency. Students are expected to communicate and express themselves entirely in Spanish. Instruction will be conducted all in Spanish.

SPANISH 3

SUBJECT AREA: Foreign Language
a-g DESIGNATION: e
GRADES: 9-12
PREREQUISITE: Spanish 2 “C” or better or Counselor/Teacher Approval
HONORS / DE: N/A

This course is designed as a continuation of Spanish 2 and preparation to continue to AP Spanish Language. This course emphasizes language skills through: acquisition of vocabulary, formal/informal spoken Spanish, mastery of grammar tenses, reading comprehension, grammatical writing skills, composition of expository passages, and the expression of ideas written/orally. Instruction will be conducted all in Spanish.

SPEECH AND DEBATE

SUBJECT AREA: Elective
a-g DESIGNATION: g
GRADES: 9-12
PREREQUISITE: N/A
HONORS / DE: N/A

Speech and Debate is a course for students who want to learn to think clearly and express themselves effectively before an audience. Students are provided with opportunities to increase their fluency as a speaker, and develop their self-confidence. The course covers multiple aspects of public speaking and gives the student practical experience through participation. The course introduces the beginning speech student to a study of poise, use of body and voice, public speaking, oral interpretation of literature, and beginning argumentation. The first six weeks will focus on formal dialogue and debate, and the last six weeks will consist of a simulation of political debate in the U.S. House of Representatives.

SPEECH / DRIVER EDUCATION

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 9
PREREQUISITE: N/A
HONORS / DE: N/A

As part of Freshman Studies, students will learn to think clearly and express themselves effectively before an audience.The course covers multiple aspects of public speaking and gives the student practical experience through participation in competitions outside of class, with one of the goals to identify promising students who wish to return for Advanced Speech and Debate in future years. This course also includes an introduction to the California DMV Driver Handbook, which culminates in an exam and certificate for students who pass the exam. Required for all 9th grade students.

SPORTS WEIGHTLIFTING

SUBJECT AREA: Physical Education
a-g DESIGNATION: N/A
GRADES: 10-12
PREREQUISITE: Co-Ed PE 1
HONORS / DE: N/A

The course focuses on weightlifting and body conditioning. The techniques of plyometric training speed training and sports specific strength training is used. This course is recommended for student-athletes.

STATISTICS

SUBJECT AREA: Mathematics
a-g DESIGNATION: c
GRADES: 11-12
PREREQUISITE: Math 3
HONORS / DE: N/A

The goal is to offer a data analysis course that would be relevant for students who may pursue coursework in psychology, business, sociology, economics, etc. in college. Students will use graphical and numerical techniques to study patterns and departures from patterns in data; learn how to develop a plan for data collection; use probability to anticipate expected distributions; develop a model; use inferential techniques for testing hypotheses or estimating with confidence; and make statements about the reasonableness of their conclusions.

STEM FLIGHT SCIENCE & AVIATION 1

SUBJECT AREA: Elective
a-g DESIGNATION: TBD
GRADES: 9-11
PREREQUISITE: N/A
HONORS / DE: DE

This course is designed to introduce students to the exploration of science, engineering with the integration of technology and real-world applications in flight science and aviation. Designed to integrate core STEM principles with real-world aviation applications, The course also covers weather impacts on flight, navigation, and flight control. Through hands-on labs, collaborative projects, and engineering challenges.

STUDENT ASSISTANT

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 11-12
PREREQUISITE: 2.5 GPA and Counselor/Teacher/Parent Approval
HONORS / DE: N/A

Single semester course. Students must be in good academic standing and have written parental permission. Students have the opportunity to assist teachers as assistants. Student placement is based on teacher request and grading is pass/no pass only.

SYMPHONIC BAND

SUBJECT AREA: Visual and Performing Arts
a-g DESIGNATION: f
GRADES: 9-12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: N/A

This is designed for the serious instrumental musician. Students will study literature from the Wind Ensemble repertoire. Literature will be selected from grade 4 and above according to national ratings. The literature for this ensemble will be selected from all historical time periods, and cultures. Students will be expected to study and perform in all known musical tonalities, rhythms and styles. Students will develop their aesthetic listening and performance skills through exposure to professional interpretation of the literature. The students will record rehearsals and performances for analysis. Students will be encouraged to participate in outside performance groups (state honor bands, county honor bands, and solo/ensemble festivals).

TRANSITION TO QUANTITATIVE REASONING (TQR)

SUBJECT AREA: Mathematics
a-g DESIGNATION: g
GRADES: 11-12
PREREQUISITE: Math 2
HONORS / DE: N/A

Utilizes interactive strategies, collaboration and games to strengthen student understanding. Students who plan to attend community college would benefit from this course.

TRANSITIONS (9-12)

SUBJECT AREA: Elective
a-g DESIGNATION: N/A
GRADES: 9-12
PREREQUISITE: Counselor/Teacher Approval
HONORS / DE: N/A

Through this course, students will work on topics related to their specific transition goals related to college and career awareness. This course is specific to 9th-12th grade and will include content on personal transition such as self-advocacy, communication skills, and relationship skills. Students will also have an opportunity to access credit recovery based on their IEP, using a District adopted online platform, within the pacing of the course goals. In addition, students may be retaught lessons and be provided selected readings based on California Colleges Guidance Initiative (CCGI).

UNITED STATES HISTORY

SUBJECT AREA: History/Social Science
a-g DESIGNATION: a
GRADES: 11-12
PREREQUISITE: N/A
HONORS / DE: N/A

This course focuses on the study of the history and geography of the United States by incorporating it with an examination of the other humanities, including art, literature, and ethics. Students will gain a greater understanding of their democratic, constitutional heritage and their civic values, rights, and responsibilities.

URBAN AND RURAL FIRE FIGHTING (VROP)

SUBJECT AREA:	Elective
a-g DESIGNATION:	g
GRADES:	11-12
PREREQUISITE:	Counselor/Teacher Approval
HONORS / DE:	DE

Dual Enrollment Course is taken at Dinuba Fire Station
This Valley ROP course is a 2-hour block (1:30 – 3:30 p.m.) with approximately 5 Saturday field days. This course is designed to prepare individuals for fighting fires and related tasks. The course is the California State Fire Marshal Firefighter I course which prepares students for State certification. Students will learn about fire protection organizations, use and handling of firefighting equipment and apparatuses, fire protection and safety, fire behavior and extinguishment methods, rescue and ventilation operations, fire control, and salvage and overhaul of structures. Practical experience will be gained through live fire and simulated exercises relating to the theory taught in the classroom. CPR and first aid will be taught in the course to provide the students with the knowledge and skills necessary to adequately assess and provide care for victims at the scene of injury. This course is articulated with Reedley College and is offered off campus.

WILDLAND FIRE SCIENCE (VROP)

SUBJECT AREA:	Elective
a-g DESIGNATION:	g
GRADES:	11-12
PREREQUISITE:	Counselor/Teacher Approval
HONORS / DE:	DE

Dual Enrollment. Course is taken at Reedley College
Prerequisite: Successful completion of intro to Fire Technology with a GPA 75% or better and instructor approval, or be a senior with a cumulative GPA of 2.0 and be screened through an application process.

WORK EXPERIENCE EDUCATION

SUBJECT AREA:	Elective
a-g DESIGNATION:	
GRADES:	11-12
PREREQUISITE:	N/A
HONORS / DE:	N/A

The purpose is to provide students with opportunities for applying the basic skills of reading, writing, and computation through a combination of supervised employment in any occupational field and related classroom instruction. The major emphasis of this course is to provide students with supervised part-time paid employment to assist them in developing desirable work habits and attitudes in real jobs. The part-time job held by a student need not be related to his or her occupational goal. Through this on-the-job experience, the student will learn how to work for and with other people.

WORLD HISTORY/GEOGRAPHY

SUBJECT AREA:	History/Social Science
a-g DESIGNATION:	a
GRADES:	10-12
PREREQUISITE:	N/A
HONORS / DE:	N/A

This is a required survey course of world history. World History covers the history, geography, and economics of selected cultures from both the Western and non-Western worlds. The historical backgrounds of the past are related to our present world situation.

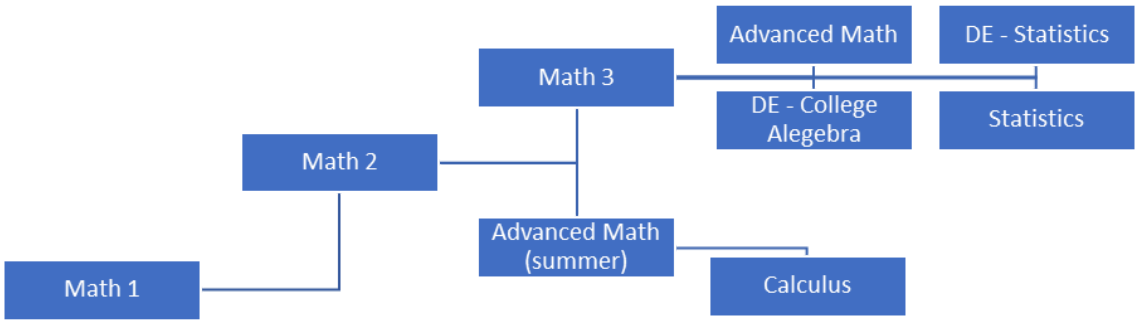
YEARBOOK

SUBJECT AREA:	Elective
a-g DESIGNATION:	g
GRADES:	10-12
PREREQUISITE:	N/A
HONORS / DE:	N/A

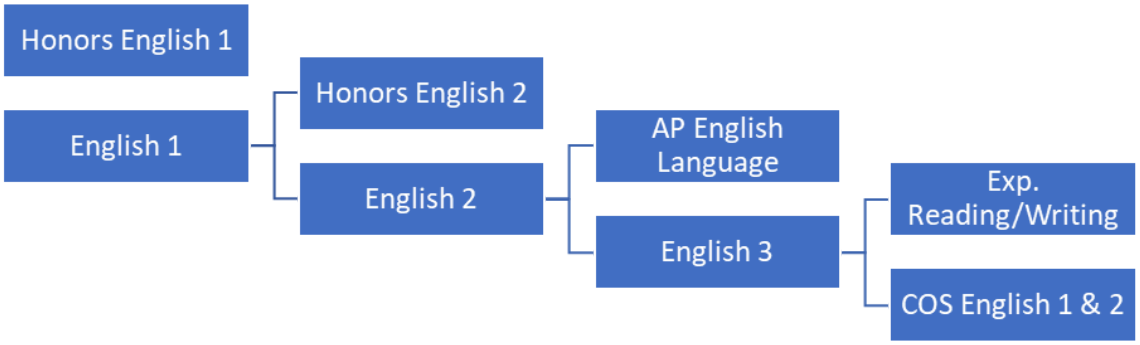
This project based course is designed to provide practical, specific journalistic experiences with the main,
end result the production of a professional yearbook. Students develop skills in meeting deadlines,
teamwork, layout design, photography, copywriting, editing, proofreading, advertising, marketing, and
business management.

COURSE SEQUENCE AT A GLANCE

Math Sequence



English Sequence



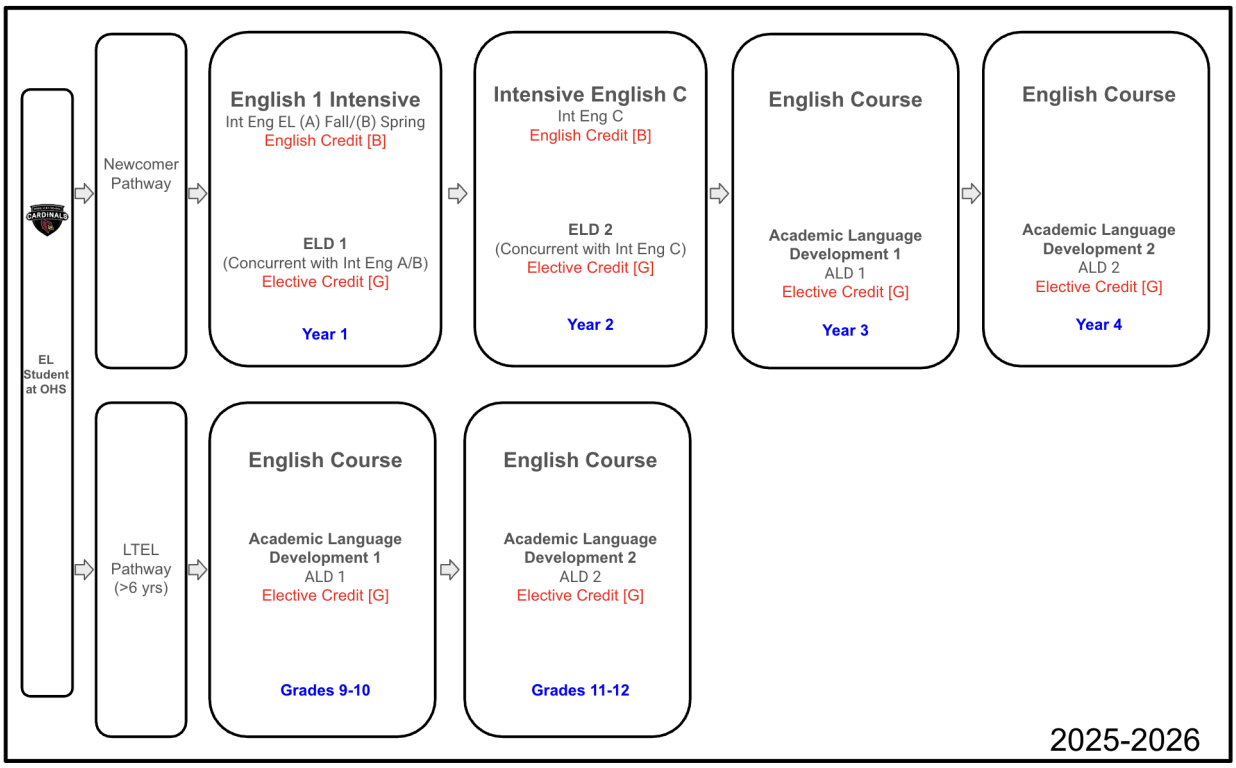
Science Sequence



Social Science Sequence



NEWCOMER / ENGLISH LANGUAGE DEVELOPMENT PATHWAY



Newcomers Pathway

- Placement is determined by the Newcomers teacher using their recommendation and the most recent assessment data for expressive/receptive language and English reading.

LTEL Pathway (Long-Term English Learners)

- Placement is for students who have been English learners for more than six years and is based on grade level and the most recent ELPAC overall scores of 1 or 2.
- Students with an overall ELPAC score of 3 or 4 will not be placed in ALD except when recommended by the English teacher or if they have an oral score of 1 or 2 and a current grade of F in English.
- Note: Some students who have been in the district 1–3 years are not currently enrolled in Intermediate A/B.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPOINTMENT OF BOND OVERSIGHT COMMITTEE MEMBERS**

ATTACHMENTS: **NONE**

FUNDING SOURCE: **N/A**

DISCUSSION:
Pursuant to Proposition 39 and Section 15278 of the California Education Code, the Board of Trustees is required to appoint members to serve on the Citizens' Bond Oversight Committee (CBOC). The Committee is responsible for reviewing and reporting on the expenditure of voter-approved bond proceeds to ensure compliance with legal requirements.
On December 15, 2025, the Board approved updated Bylaws for the Citizens' Bond Oversight Committee. In accordance with those Bylaws and applicable statutory requirements, below is a list of community members being recommended for appointment to the Citizens' Bond Oversight Committee.

Eduardo Gil	**Timoteo Gonzalez**	**Ernesto Valerio**
Christopher Gonzalez	**Adelfo Feria**	
Arnold Serna	**Nancy Serna**	

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:

- [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 appointment of the Citizens' Bond Oversight Committee members as presented.**

PROPOSED ACTION: **APPROVE**

Item #: 25

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
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AGENDA SECTION:	**ADMINISTRATIVE/ ORGANIZATIONAL**
AGENDA ITEM:	**SECOND READING: NEW POLICY 5138: CONFLICT RESOLUTION/ PEER MEDIATION**
ATTACHMENTS:	**POLICY 5138: CONFLICT RESOLUTION/ PEER MEDIATION**
FUNDING SOURCE:	**N/A**

DISCUSSION: Attached for adoption is Board Policy 5138 Conflict Resolution/ Peer Mediation which clarifies the distinction between students providing peer mediation and those receiving it. The policy has been updated to include the development of a conflict resolution and/or peer mediation program.

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.**
- [x] **3. Create efficient and effective systems that are innovative, accountable, and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board adopt Board Policy 5138: Conflict Resolution/ Peer Mediation**

PROPOSED ACTION: **APPROVE**

Item #: 26

Policy 5138: Conflict Resolution/Peer Mediation

Status: DRAFT

Original Adopted Date: Pending

To promote student safety and contribute to the maintenance of a positive school climate, the Board of Education encourages the development of school-based conflict resolution and peer mediation programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility, and problem-solving skills among students.

Conflict resolution and peer mediation programs may be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Such programs should not supplant the authority of district staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

Such programs may incorporate peer mediation strategies in which selected student volunteers are specifically trained to work with their peers in resolving conflicts. This training may involve effective communication and listening, critical thinking, problem-solving processes, and the use of negotiation to find mutually acceptable solutions. Additionally, the training may address the ethical and social development of students, respect for diversity, and interpersonal and behavioral skills.

Participation in a peer mediation program by a student engaged in a conflict shall be voluntary and kept confidential by all parties involved.

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
3. The selection of peer mediators involves, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation

7. Expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved

8. Scheduling and location of peer mediation sessions

9. Methods of obtaining and recording agreements from all disputants

10. The appropriate involvement of parents/guardians, the community, and staff, including counseling/guidance and security staff

11. Communications to students, parents/guardians, and staff regarding the availability of the program

12. Methods of following up with students to determine the effectiveness of the process

13. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced

14. Selection of and requirements to train as peer mediators

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
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AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVE DELETION OF BOARD POLICY 6146.2: CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY**

ATTACHMENTS: **6146.2: CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval of deletion is Board Policy 6146.2: Certificate of Proficiency/High School Equivalency. The policy contained information on the California High School Proficiency Examination (CHSPE) and the General Educational Development (GED) test as alternatives to a high school diploma. The legal landscape and administration of these options have evolved since the original policy was created.

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 deletion of BP 6146.2.**

PROPOSED ACTION: **APPROVE**

Item #: 27

Policy 6146.2: Certificate Of Proficiency/High School Equivalency

Status: ADOPTED

Original Adopted Date: 12/14/2006 | **Last Reviewed Date:** 12/14/2006

The Board of Education desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows him/her to obtain a certificate of completion or proficiency.

Eligible persons may obtain a certificate of completion or proficiency in accordance with law, Board policy and administrative regulation.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
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AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE ADMINISTRATIVE REGULATION 6146.2: CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY

ATTACHMENTS: ADMINISTRATIVE REGULATION 6146.2: CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY

FUNDING SOURCE: N/A

DISCUSSION: Attached for Board approval is Administrative Regulation 6146.2, which have been updated to reflect the name change from the California High School Proficiency Examination to the California Proficiency Program. Additional updates have been made to align language with guidance on the California Department of Education's "California Proficiency Program," webpage, and delete criteria related to repealed state regulation and instead align with state law.

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 deletion of BP 6146.2.**

PROPOSED ACTION: **APPROVE**

Item #: 28

Regulation 6146.2: Certificate Of Proficiency/High School Equivalency **Status:** DRAFT

Original Adopted Date: 12/14/2006

Certificate of Proficiency

The principal of each high school shall distribute to each student in grades 11-12 an announcement explaining the California Proficiency Program (CPP). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

Additionally, students may be advised that the certificate of proficiency awarded upon passing the CPP is equivalent to a high school diploma. However, once the student has taken the CPP, passed the language arts and mathematics subtests and exited high school, they may choose to take the remaining High School Equivalency Test (HiSET)-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, which provides more opportunities than the certificate of proficiency does alone.

A student may take the CPP if the student meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the next CPP will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon the student's request, with verified parent/guardian consent as appropriate. For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information: (Education Code 48410; 5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public high schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

Any student, 16- or 17-years of age, who terminates enrollment after receiving the certificate of proficiency may re-enroll in the district. If enrollment is subsequently terminated again, the student may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate

Obtaining a high school equivalency certificate requires passing of a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test or the HiSET.

Anyone taking a test leading to a high school equivalency certificate is required to be a resident of California or a member of the armed forces assigned to duty in California and meet any one of the following criteria: (Education Code 51420)

1. Is 18 years of age or older

2. Would have graduated from high school had the person remained in school and followed the usual course of study

3. Is 17 years of age, has accumulated fewer than 100 units of high school credit, and is confined to a state or county hospital or to an institution maintained by a state or county correctional facility

4. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school and has successfully completed the dropout recovery high school's state standards aligned instructional program which offers the opportunity for completion of the requirements for a high school diploma and at least one year of instruction or instruction followed by services related to the academic program

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AGENDA SECTION: ADMINISTRATIVE/ORGANIZATIONAL

AGENDA ITEM: APPROVE ADOPTION OF EXHIBIT 6146.2: CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY

ATTACHMENTS: EXHIBIT 6146.2: CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY

FUNDING SOURCE: N/A

DISCUSSION: Attached for Board approval is a supporting exhibit which accompanies Administrative Regulation 6146.2: Certificate of Proficiency/High School Equivalency. Updates reflect the name change from the California High School Proficiency Examination to the California Proficiency Program.

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 Exhibit 6146.2.**

PROPOSED ACTION: **APPROVE**

Item #: 29

Exhibit 6146.2-E(1): Certificate Of Proficiency/High School Equivalency **Status:** DRAFT

Original Adopted Date: Pending

NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE FOR STUDENTS WITH A CERTIFICATE OF PROFICIENCY

Notice of Student Rights: Students who pass the California Proficiency Program and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school on the basis that the student received a Certificate of Proficiency, the student may later decide to re-enroll in the district with no adverse consequences if the student is under 18 years of age. However, the student may be required to meet new or additional requirements established since the student disenrolled. Additionally, if after re-enrolling the student then leaves school again, the student may be denied re-admittance until the beginning of the following semester.

For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: _____

School: _____

Date on which the Certificate of Proficiency was issued: _____

To be completed by student: I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

Student's signature: _____ Date: _____

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Parent/guardian's name (please print): _____

Signature: _____ Date: _____

To be completed by school administrator: I hereby verify the parent/guardian's signature and date recorded above.

Name of school administrator (please print): _____

Position: _____

Signature: _____ Date: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION:	**ADMINISTRATIVE ORGANIZATIONAL**
AGENDA ITEM:	**RECORDS DESTRUCTION APPROVAL**
ATTACHMENTS:	**NONE**
FUNDING SOURCE:	**GENERAL FUND**

DISCUSSION:
Various sites and programs throughout the district retain Class 3 – Disposable Records, which have a required retention period as specified in the Records Retention Manual prepared by California Association of School Business Officials (CASBO). Palm Elementary has a total of 4 boxes, the After School Program has a total of 5 boxes, the Business Department has 62 boxes, Preschool has 8 boxes, Orosi High School has 10, Golden Valley has 11 boxes, Cutler School has 7 boxes and the Categorical Dept has 16 boxes that are all classified as Class 3 records. These records have been retained for the legal period of time required by the California Code of Regulations. There is no further need to retain these records for use in the District. The Superintendent requests permission to destroy the documents.

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

BOARD GOAL:

☐	**1. Achieve academic excellence 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 Records Destruction Approval.**

PROPOSED ACTION: **APPROVE**

Item #: 30

Shredding Fall 2025

Business Services	62	Boxes
Golden Valley	11	Boxes
After School Program	5	Boxes
Preschool	8	Boxes
Categorical	16	Boxes
Palm School	4	Boxes
Cutler School	7	Boxes
Orosi High School	10	Boxes

	Boxes		Total Cost	Budget Codes
Business Services	62	50%	$ 186.00	010-00000-0-00000-73000-58000-554-0000-0000-700
Golden Valley	11	9%	$ 33.00	010-00000-0-00000-82000-58000-112-0000-0000-910
After School Program	5	4%	$ 15.00	010-60100-0-81000-50000-58000-000-0000-0000-302
Preschool	8	7%	$ 24.00	120-61050-0-85000-50000-58000-000-0000-0000-300
Categorical	16	13%	$ 48.00	010-30100-0-11100-21001-58000-554-0000-0000-100
Palm School	4	3%	$ 12.00	010-00000-0-00000-82000-58000-113-0000-0000-920
Cutler School	7	6%	$ 21.00	010-00000-0-00000-82000-58000-110-0000-0000-950
Orosi High School	10	8%	$ 30.00	010-00000-0-00000-82000-58000-331-0000-0000-930
	123	100%	$ 369.00	

Shredding Fall 2025

Business Services	62	Boxes
Golden Valley	11	Boxes
After School Program	5	Boxes
Preschool	8	Boxes
Categorical	16	Boxes
Palm School	4	Boxes
Cutler School	7	Boxes
Orosi High School	10	Boxes

	Boxes		Total Cost	Budget Codes
Business Services	62	50%	$ 186.00	010-00000-0-00000-73000-58000-554-0000-0000-700
Golden Valley	11	9%	$ 33.00	010-00000-0-00000-82000-58000-112-0000-0000-910
After School Program	5	4%	$ 15.00	010-60100-0-81000-50000-58000-000-0000-0000-302
Preschool	8	7%	$ 24.00	120-61050-0-85000-50000-58000-000-0000-0000-300
Categorical	16	13%	$ 48.00	010-30100-0-11100-21001-58000-554-0000-0000-100
Palm School	4	3%	$ 12.00	010-00000-0-00000-82000-58000-113-0000-0000-920
Cutler School	7	6%	$ 21.00	010-00000-0-00000-82000-58000-110-0000-0000-950
Orosi High School	10	8%	$ 30.00	010-00000-0-00000-82000-58000-331-0000-0000-930
	123	100%	$ 369.00	

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING OF 2024-2025 CLASSIFIED SALARY SCHEDULE**

ATTACHMENTS: **2024-2025 CLASSIFIED SALARY SCHEDULE**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION:
A Public Hearing is now conducted to allow for public comments regarding the Classified Salary Schedule and Settlement Disclosure:

Hearing Opened at:_____p.m.

Hearing Closed at:_____p.m.

The 2024-2025 classified salary schedule has been updated to reflect the new minimum wage of $16.90, effective January 1, 2026.

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 2024-2025 Classified Salary Schedule.**

PROPOSED ACTION: **HOLD HEARING**

Item #: 31

Classified Salary Schedule

2024-25 (Minimum Wage in Yellow)

Percentage Increase:	1.00%	Prior Year Step 1	
Statutory Minimum	$16.90	$14.04	

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
8	$16.90	$17.10	$17.96	$18.86	$19.80	$20.79
9	$16.90	$17.45	$18.32	$19.23	$20.20	$21.20
10	$16.95	$17.79	$18.68	$19.62	$20.60	$21.63
11	$17.29	$18.15	$19.06	$20.01	$21.01	$22.06
12	$17.63	$18.51	$19.44	$20.41	$21.43	$22.50
13	$17.98	$18.88	$19.83	$20.82	$21.86	$22.95
14	$18.34	$19.26	$20.22	$21.24	$22.30	$23.41
15	$18.71	$19.65	$20.63	$21.66	$22.74	$23.88
16	$19.08	$20.04	$21.04	$22.09	$23.20	$24.36
17	$19.47	$20.44	$21.46	$22.54	$23.66	$24.84
18	$19.86	$20.85	$21.89	$22.99	$24.14	$25.34
19	$20.25	$21.27	$22.33	$23.45	$24.62	$25.85
20	$20.66	$21.69	$22.78	$23.91	$25.11	$26.37
21	$21.07	$22.12	$23.23	$24.39	$25.61	$26.89
22	$21.49	$22.57	$23.70	$24.88	$26.12	$27.43
23	$21.92	$23.02	$24.17	$25.38	$26.65	$27.98
24	$22.36	$23.48	$24.65	$25.89	$27.18	$28.54
25	$22.81	$23.95	$25.15	$26.40	$27.72	$29.11
26	$23.26	$24.43	$25.65	$26.93	$28.28	$29.69
27	$23.73	$24.92	$26.16	$27.47	$28.84	$30.29
28	$24.20	$25.41	$26.69	$28.02	$29.42	$30.89
29	$24.69	$25.92	$27.22	$28.58	$30.01	$31.51
30	$25.18	$26.44	$27.76	$29.15	$30.61	$32.14
31	$25.69	$26.97	$28.32	$29.73	$31.22	$32.78
32	$26.20	$27.51	$28.89	$30.33	$31.85	$33.44
33	$26.72	$28.06	$29.46	$30.94	$32.48	$34.11
34	$27.26	$28.62	$30.05	$31.55	$33.13	$34.79
35	$27.80	$29.19	$30.65	$32.19	$33.79	$35.48
36	$28.36	$29.78	$31.27	$32.83	$34.47	$36.19
37	$28.93	$30.37	$31.89	$33.49	$35.16	$36.92
38	$29.50	$30.98	$32.53	$34.16	$35.86	$37.66
39	$30.10	$31.60	$33.18	$34.84	$36.58	$38.41
40	$30.70	$32.23	$33.84	$35.54	$37.31	$39.18
41	$31.31	$32.88	$34.52	$36.25	$38.06	$39.96
42	$31.94	$33.53	$35.21	$36.97	$38.82	$40.76
43	$32.58	$34.20	$35.91	$37.71	$39.60	$41.58
44	$33.23	$34.89	$36.63	$38.46	$40.39	$42.41
45	$33.89	$35.59	$37.37	$39.23	$41.20	$43.26
46	$34.57	$36.30	$38.11	$40.02	$42.02	$44.12
47	$35.26	$37.02	$38.88	$40.82	$42.86	$45.00
48	$35.97	$37.76	$39.65	$41.64	$43.72	$45.90
49	$36.69	$38.52	$40.45	$42.47	$44.59	$46.82
50	$37.42	$39.29	$41.25	$43.32	$45.48	$47.76
51	$38.17	$40.08	$42.08	$44.18	$46.39	$48.71

Cutler-Orosi Joint Unified School District

CLASSIFICATION INDEX

Department		Job Classification	Responsible To	Range
1.0	BUILDING, GROUNDS AND MAINTENANCE			
	1.1	Journeyman Maintenance Worker/Bus Driver	Director of MO&T	46*
	1.2	Maintenance 1	Director of MO&T	41*
	1.3	Maintenance Worker II / Bus Driver	Director of MO&T	30*
	1.4	Warehouse/Bus Driver	Director of MO&T	28*
	1.5	Lead Custodian/Bus Driver	Principal	28*
	1.6	Grounds Keeper/Bus Driver	Principal	17*
	1.7	Custodian/ Bus Driver	Principal	16*
	1.8	Custodian (No Driving)	Principal	16
2.0	TRANSPORTATION			
	2.1	Lead Journeyman Mechanic/Bus Driver	Director of MO&T	46*
	2.2	Journeyman Mechanic/Bus Driver	Director of MO&T	41*
	2.3	Mechanic/Bus Driver	Director of MO&T	28*
	2.4	Bus Driver	Director of MO&T	16*
	2.5	Bus Driver Trainer	Director of MO&T	22*
	2.6	Office Assistant/Bus Driver	Director of MO&T	19*
3.0	FOOD SERVICES			
	3.1	Food Service Site Lead - Cook	Food Service Mgr.	33
	3.2	Food Service Site Lead - Baker	Food Service Mgr.	33
	3.3	Food Service Worker I	Food Service Mgr.	11
	3.4	Food Service Worker II	Food Service Mgr.	14
	3.5	Food Service Utility/Bus Driver	Food Service Mgr.	16*
	3.6	Food Service Clerk	Food Service Mgr.	14
4.0	SECRETARIAL & CLERICAL			
	4.1	School Secretary	Principal	22
	4.2	Office Assistant I	Principal	16
	4.3	Office Assistant II	Principal	19
	4.4	Receptionist	Supervisor	16
5.0	INSTRUCTIONAL AIDES			
	5.1	Instructional Aide	Classroom Teacher	9-17
	5.2	Instructional Aide - Bilingual	Principal	9-17
	5.3	Special Education Aide	Principal	9-17
	5.4	Special Education Aide - Bilingual	Principal	9-17
	5.5	Behavior Intervention Technician	Principal	22
	5.6	Special Friends Aide	Director of Special Ed.	9-17
	5.7	Piano Accompanist	Choir Director	9-17
	5.8	Physical Education Technician	District P.E. Teacher	20
6.0	INSTRUCTIONAL SUPPORT SERVICES			
	6.1	Library Aide	Principal	9-17
	6.2	Attendance Officer	Director of Stu. Services	33
	6.3	Work Based Facilitator	Director College/Career	22-27
	6.17	Workforce Development Specialist	Director College/Career	38
	6.18	Student-Parent Advocate Specialist	Principal	38
	6.19	Prevention and Intervention Specialist	Director of Special Services	38
	6.21	Expanded Learning Specialist	Director of Curriculum	38
	6.23	Expanded Learning Facilitator	Community Schools Manager	38
	6.24	Bachelor Social Worker	Grant Coordinator	38
	HEALTH SERVICES			
	6.4	Licensed Vocational Nurse (LVN)	District Nurse	39
	6.5	Lead Health Aide	District Nurse	20
	6.6	Health Aide	District Nurse	9-17
	6.22	Speech Language Pathologist Assistant	Director of Special Services	38
	CAMPUS SECURITY			
	6.7	Campus Security	Principal	8
	OUTREACH			
	6.8	Outreach Aides	Director of Stu. Services	8-17
	6.2	PBIS Outreach Aide	Site Administrator	8-17
	PRESCHOOL & CHILDCARE			
	6.9	Preschool Teacher	Director of Stu. Services	9-17
	6.10	Preschool Aide	Director of Stu. Services	9-17
	6.11	Infant/Toddler Childcare Aide	Director of Stu. Services	9-17
	6.12	Preschool Facilitator	Director of Stu. Services	22-27
	RECREATION AND ENRICHMENT			
	6.13	R & E Lead	R & E Coordinator	16-17
	6.14	R & E Assistant Lead	R & E Coordinator	11-17
	6.15	R & E Aide	R & E Coordinator	9-17
	TECHNOLOGY			

6.16	Site Computer Tech	Principal	28

SALARY SCHEDULE ADJUSTMENTS

Employees whose position is marked with an " * " and obtain a Valid California School Bus Driver's License and who drive school buses for the District when needed shall be paid at a rate five (5) Ranges above those designated.

Instructional Aide and Instructional Support positions are subject to receiving additional ranges from the Base Range according to educational qualifications schedule as listed below. All college units must receive a "C" grade or higher.

	Ranges	
	Aides	Facilitators
Meets basic District qualifications for beginning employment.	8	0
Meets basic District qualifications and has passed the approved qualifying test for NCLB.	9	22
High School Diploma or equivalent plus 15 college units.	10	23
High School Diploma or equivalent plus 30 college units.	12	24
High School Diploma or equivalent plus 45 college units.	13	25
High School Diploma or equivalent plus 60 college units.	15	26
High School Diploma or equivalent plus 75 college units.	17	27

Site Computer Technicians Salary Schedule Placement shall be at Range 28. This placement may be adjusted by gaining certifications listed below. To maintain advancement on the schedule the certification must be maintained. Expiration of a certification will result in a corresponding reduction in pay.

	Added Range(s)
CEH - Certified Ethical Hacker	1
Video Editing Certification or Adobe After Effects or Adobe Certified Associate (ACA)	2
MCSE - Microsoft Certified Solutions Expert - Enterprise Devices and Applications	2
MCSE - Microsoft Certified Solutions Expert - Server Infrastructure	1
CCENT - Cisco Certified Entry Networking Technician - Interconnecting Cisco Networks	1
CCNA - Cisco Certified Network Associate - Routing and Switching	3
Apple Certificated Associate - Mac and OS 10.10 and higher	1
Google Certificated Administrator	4
Fiber and Cat5/6 Cabling Certification	1
Vmware Certification	1

Longevity

After 7 calendar years of Service	$40.00 per month		
After 10 calendar years of Service	$90.00 per month	After 25 calendar years of Service	$135.00 per month
After 15 calendar years of Service	$105.00 per month	After 30 calendar years of Service	$150.00 per month

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **ADMINISTRATIONAL ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF 2024-2025 CLASSIFIED SALARY SCHEDULE**

ATTACHMENTS: **2024-2025 CLASSIFIED SALARY SCHEDULE**

FUNDING SOURCE: **VARIOUS GENERAL FUND SOURCES**

DISCUSSION:

The 2024-2025 classified salary schedule has been updated to reflect the new minimum wage of $16.90, effective January 1, 2026.

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 2024-2025 Classified Salary Schedule.**

PROPOSED ACTION: **APPROVE**

Item #: 32

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CLOSED**

AGENDA ITEM: **PERSONNEL**

ATTACHMENTS: **PERSONNEL LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION:

Employment/Additional Positions/Hours, Promotions/Assignments, Leaves, Resignations/Retirements, Employee Discipline/Dismissal/Release. (Personnel Letter will be presented at the meeting during closed session.)

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: 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

Board of Trustees
Sandra Williams
Board President
Marisol Rubalcaba
Vice President
Delia Martinez
Board Clerk
Mary Helen Espino
Trustee
Joni Jordan
Trustee
Javier Quevedo
Trustee
Karen Gonzalez
Trustee

Administration
Yolanda Valdez
Superintendent
Dr. Brian Zimmerman
Assistant Superintendent
Administrative Services
Shevonne Swanson
Assistant Superintendent
Educational Services

Cutler-Orosi
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13623 Avenue 416
Orosi Ca. 93647
Phone
(559) 528-4768
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(559) 528-4132
www.cojusd.org

TO: Board of Trustees

FROM: Brian Zimmerman, Assistant Superintendent of Administrative Services

RE: Personnel Recommendations

DATE: January 8, 2026

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Grant Funded Bachelor Social Worker at the Family Education Center, effective December 3, 2025. GRANT FUNDED
2. Custodian Bus Driver at Orosi High School, effective December 8, 2025.
3. R&E Aide at Orosi High School, effective December 4, 2025.
4. Preschool Aide at Cutler Elementary School, effective December 8, 2025.
5. Food Service Worker II at el Monte Middle School, effective December 15, 2025.
6. R&E Aide at Golden Valley Elementary School, effective December 12, 2025.
7. Avid Tutor at El Monte Middle School, effective December 19, 2025.

PROMOTIONS/REASSIGNMENTS:

8. from Grant Funded District PBIS Coordinator to Counselor II, at Orosi High School, effective December 8, 2025.

RESIGNATIONS/RETIREMENTS:

9. Outreach Aide at the Family Education Center, resigned effective December 1, 2025.
10. Preschool Aide at Palm Elementary School, resigned effective December 19, 2025.
11. R&E Aide at El Monte Middle School, resigned effective December 19, 2025.

LEAVES: (Statutory – For Informational Purposes):

12. BCBA at District Wide, on Maternity Leave beginning December 1, 2025 through 6-8 weeks post-partum.
13. Special Education Aide at Orosi High School, on Baby Bonding Leave beginning November 12, 2025 through December 19, 2025.
14. School Psychologist at District Wide, on Baby Bonding Leave beginning December 4, 2025 through December 19, 2025.

15. Library Aide at Lovell High School, on Baby Bonding Leave beginning December 10, 2025 through December 19, 2025.
16. Director of Special Services, on Baby Bonding Leave beginning December 15, 2025 through January 9, 2026.
17. School Psychologist at El Monte Middle School, on Baby Bonding Leave beginning January 26, 2026 through February 9, 2026.

Educating Minds, Inspiring Futures
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

Board of Trustees
Sandra Williams
Board President
Marisol Rabalcaba
Vice President
Delia Martinez
Board Clerk
Mary Helen Espino
Trustee
Jose Jordan
Trustee
Javier Quevedo
Trustee
Karen Gonzalez
Trustee

Administration
Yolanda Valdez
Superintendent
Dr. Brian Zimmerman
Assistant Superintendent
Administrative Services
Shevonne Swanson
Assistant Superintendent
Educational Services

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 8, 2026

AGENDA SECTION: **CLOSED SESSION – ITEM D**

AGENDA ITEM: **STUDENT EXPULSION, SUSPENSION, OR DISCIPLINARY ACTION OR OTHER ACTION INVOLVING PUPIL RECORDS (ED CODE 35146; 48912(B); 48918(C)**

ATTACHMENTS: **EXPULSIONS LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION:
The atteched are Student Expulsion, Suspension, or Disciplinary Action or Other Action Involving Pupil Records (Ed Code 35146; 48912(b); 48918(c). The following cases are presented for discussion during closed session. Action will be taken upon reconvening to open session.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Student Services Director*

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 expulsion cases.**

PROPOSED ACTION: **APPROVE**

Item #: D

Board of Trustees
Sandra Williams
Board President
Mariam Rubalcaba
Vice President
Delia Martinez
Board Clerk
Mary Helen Espino
Trustee
Jose Jordan
Trustee
Javier Quevedo
Trustee
Karen Gonzalez
Trustee

Administration
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www.cousd.org

Date: December 19, 2025

To: Micaela Macareno, Executive Assistant to the Superintendent

From: Elisa Arellano, Secretary to Director of Accountability, Student Services & Categorical Programs

CC: Sunsie Tumacder, Director of Accountability, Student Services & Categorical Programs

Regarding: Expulsion(s) 1 Cases with the recommendation for Suspension Expulsion. Requesting items to be added for the January 8, 2026 board meeting.

Case Number:	Expulsion Recommendation: What type of Expulsion?
2025-2026-01	Suspended Expulsion

Thank you.