Cutler-Orosi Joint Unified School District
Regular Meeting of the Board of Trustees
Thursday, June 11, 2026
Open Session: 5:30 p.m. - Closed Session 6:30 p.m.

Meeting Location:
Cutler-Orosi JUSD – Board Room
12626 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**	___
Sunsie Tumacder	___	**Ray Quintana**	___	**Dr. Larissa Goosev**	___
Faith Price	___	**Leanne Cerda**	___	**Dr. Diana Vides**	___
Raffi Soghomonian	___	**Veronica Raigoza**	___	**Melissa Delgadillo**	___
Lisa Castillo	___	**Laura Gonzalez**	___	**Yovana Castillo**	___
Antonio Quintanilla	___	**Jody Rush**	___	**COUTA Representative**	___
		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.

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

Pledge of Allegiance led by: _____

BOARD GOALS:

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

PRESENTATIONS AND REPORTS (non-action items)

Superintendent's Report

RECESS

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

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

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CONSENT ITEMS

Item #	Page #	Description	Goal #
1	13-30	Minutes of the Regular Board Meeting Dated May 14, 2026	3
2	31-40	Accounts Payable Total Payments dated May 1, 2026, through May 27, 2026	1, 2, 3
3	41-44	Budget Revision #11	1, 2, 3
4	45-46	May Cash Balance Report	1, 2, 3
5	47-58	Memorandum of Understanding (MOU) With Cal State Teach	3
6	59-66	Approve Out of State Innovate Schools Summit for Special Education Teachers	1, 2
7	67-69	Scope of Services – Professional Development Agreement for Special Education Counselors	1, 3
8	70-75	License Extension Agreement with San Joaquin County Office of Education for Beyond SST Program Services	1, 3
9	76-84	San Joaquin County Office of Education SEIS/SIS Integration Components and Services Contract Agreement	1, 3
10	85-87	Approve Committee for Children Quote	1, 3
11	88-89	Approve School Connect Quote	1, 3
12	90-93	Ratify Agreement with Riverside Insights	1, 3
13	94-97	Approval of Educational Resources Consultants Services Agreement for 2026-2027	1
14	98-104	Ratify ParentSquare Services Agreement	3
15	105-111	Ratify University of Merced Memorandum of Understanding for Upward Bound Math and Science Program	1, 2, 3
16	112-118	Approve Out of State Travel to Maryland for NAF Next 2026 Conference	1, 2, 3
17	119-122	Approve Overnight Stay for Work Based Learning Ag/Future Farmers of America Officer Retreat in Cambria, CA	1, 2, 3

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CONSENT ITEMS – continued

18	**123-125**	**Approve Overnight Stay for Work Based Learning Santa Rosa Creek Science Research Mentor Summer Program in Cal Poly San Luis Obispo**	**1, 2, 3**
19	**126**	**Addition of Contractors to the Districts Cost Accounting Prequalification List**	**3**
20	**127-128**	**Interdistrict Transfer Requests**	**1**
21	**129-145**	**Approve Service Agreement with Aeries and Activity Hero for Expanded Learning Management Services**	**1, 2, 3**
22	**146-148**	**Approve Memorandum of Understanding for Community Services (CSET) Employment**	**1, 2, 3**
23	**149-187**	**Approve Expanded Learning Opportunity (ELOP) Plan for 2026-2027**	**1, 2, 3**
24	**188-191**	**Approve Service Agreement with Educational Recourse Consultants for Expanded Learning Comprehensive Solutions Services**	**1, 3**
25	**192-211**	**Approve Quote for Ztag**	**1, 3**

Motion to approve Item #1- 25 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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CURRICULUM/ INSTRUCTION ITEMS

Item #	Page #	Description	Goal #
26	**212**	**Approve June Curriculum and Instruction Report** Motion to approve Item #26 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1, 2, 3**
27	**213-220**	**Approve Renewal of Reading Screener Tool: Amira** Motion to approve Item #27 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1**
28	**221-240**	**Approve Dance and Choreography 1 Course Outline** Motion to approve Item #28 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1**
29	**241-295**	**Approve COJUSD Preschool Program Handbook for PreK and TK** Motion to approve Item #29 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1, 3**

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ADMINISTRATIVE/ ORGANIZATIONAL ITEMS

Item #	Page #	Description	Goal #
30	**296-297**	**Public Hearing to Accept CSEA's Initial Proposal to the District for the 2026-2027 School Year** Hearing Start Time: _____ Hearing End Time: _____	**3**
31	**298**	**Accept CSEA's Initial Proposal to the District for the 2026-2027 School Year** Motion to approve Item #31 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
32	**299**	**Public Hearing to Adopt the District's Initial Proposal to CSEA for the 2026-2027 School year** Hearing Start Time: _____ Hearing End Time: _____	**3**
33	**300**	**Adopt the District's Initial Proposal to CSEA for the 2026-2027 Calendar Year** Motion to accept Item #33 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
34	**301-303**	**Establish a District Plan for Subject Matter Verification Committee** Motion to approve Item #34 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
35	**304-307**	**Establish a District Plan for Committee on Assignment (COA)** Motion to approve Item #35 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**

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ADMINISTRATIVE/ORGANIZATINAL ITEMS – continued

36 308-314 Declaration of Need for Fully Qualified Educators for the 2026-2027 School Year **3**

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

_____/_____/_____
Yes No Abstain

37 315-318 Approve Submission of Application for California Department of Education License Exempt Classroom **1, 3**

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

_____/_____/_____
Yes No Abstain

38 319-321 Adopt Resolution No. 2026-2027-22 Authorizing the Superintendent to Negotiate and Purchase Real Property **3**

Motion to approve Item #38 made by: _____
Motion Seconded by: _____
_____/_____/_____
Yes No Abstain

39 322-323 Award of Contract for Orosi High School Demolition Project **3**

Motion to approve Item #39 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

40 324-326 Second Reading and Adoption of Administrative Regulation 5113.11 – Attendance Supervision **3**

Motion to approve Item #40 made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

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ADMINISTRATIVE/ORGANIZATINAL ITEMS – continued

41	**327-332**	**Second Reading and Adoption of New Exhibit 6173 (1) – Education for Homeless Children** Motion to accept Item #41 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1, 3**
42	**333-334**	**Second Reading and Adoption of New Exhibit 6173 (2) – Education for Homeless Children** Motion to accept Item #42 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**1, 3**
43	**335-337**	**Approve New Cutler-Orosi Family Education Center Logo** Motion to accept Item #43 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	**3**
44	**338-533**	**Public Hearing for Proposed 2026-2027 Local Control Accountability Plan (LCAP)** Hearing Start Time: _____ Hearing End Time: _____	**3**
45	**534**	**Public Hearing for Proposed 2026-2027 Budget and Budget Attachment** Hearing Start Time: _____ Hearing End Time: _____	**3**

PUBLIC COMMENTS CLOSED SESSION ITEMS:

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

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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 #**

Item A **Page(s)** **535-537**

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

- **Superintendent's Evaluation**

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Office Assistant I at El Monte Middle School, effective May 26, 2026.
2. Teacher at Orosi High School for the 2026-2027 school year, pending verification and clearances.
3. Assistant Principal at Orosi High School, pending start date to be determined.
4. Learning Director at Golden Valley Elementary School, start date to be determined.
5. Appointment of Certificated and Classified Summer Staff for the 2025-2026 school year as per attached list.

PROMOTIONS/REASSIGNMENTS:

6. from 4-hour Special Ed Aide to 5.5-hour Special Ed Aide, effective May 26, 2026.
7. from Groundskeeper Bus Driver to Lead Custodian Bus Driver, effective June 1, 2026.

RESIGNATIONS/RETIREMENTS:

8. Basketball Coach at Orosi High School, resigned effective May 13, 2026.
9. Physical Education Technician, resigned effective June 30, 2026.
10. Teacher at Golden Valley Elementary School, is resigning effective June 5, 2026.
11. Teacher at El Monte Middle School, is retiring effective June 5, 2026.

LEAVES: (Statutory – For Informational Purposes):

12. Food Service Worker II at El Monte Middle School, on Maternity Leave beginning May 13, 2026 through 6-8 weeks post-partum.
13. Campus Security/Instructional Aide at Palm Elementary, on Maternity Leave beginning May 18, 2026 through 6-8 weeks post-partum.
14. Outreach Aide at Family Education Center, on Baby Bonding Leave beginning April 1, 2026 through May 15, 2026.
15. Board Certified Behavior Analyst at District Wide, on Baby Bonding Leave beginning May 20, 2026 through June 12, 2026.
16. Psychologist at Cutler Elementary, on Baby Bonding Leave beginning June 8, 2026 through June 17, 2026.

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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
Sunsie Tumacder
Dr. Ken Caves

Employee Organization: COUTA
CSEA Chapter #253

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

Item D
Pages 538-539 **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.**

- **2025-2026-05 – Suspension 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's Evaluation**

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

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

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

Item D **Student Expulsion, Suspension, Or Disciplinary Action Or Other Action Involving**

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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.

- **2025-2026-05 – Suspension 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, June 11, 2026, with the Open Session beginning at 5:30 p.m. and Closed Session at 6:30 p.m. The Board Meeting will take place at the COJUSD Board Room – 12623 Avenue 416, Orosi CA 93647 unless otherwise posted.

ADJOURNMENT: Motion to adjourn the meeting made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

Meeting adjourned at: _____ p.m.

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MINUTES OF THE REGULAR BOARD MEETING DATED MAY 14, 2026**

ATTACHMENTS: **MINUTES OF THE REGULAR BOARD MEETING DATED MAY 14, 2026**

FUNDING SOURCE: **N/A**

DISCUSSION:
A Regular Meeting of the Board of Trustees was held May 14, 2026. Attached for review and approval are the minutes from the meeting.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Yolanda Valdez, Superintendent***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Regular Board Meeting Minutes Dated May 14, 2026.**

PROPOSED ACTION: **APPROVE**

Item #: 1

Cutler-Orosi Joint Unified School District
Office Phone Number:(559) 528-4763
Meeting Location:
Orosi High School – Gym
41815 Road 128
Orosi CA 93647

MINUTES OF THE BOARD OF TRUSTEES REGULAR BOARD MEETING

Regular	3:30 p.m.	Thursday, May 14, 2026
Type of Meeting	Time	Day/ Date

ROSTER OF ATTENDANCE

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

ALL TO ORDER	Board President Sandra Williams called the meeting to order at 3:31 p.m.
Pledge of Allegiance:	Trustee Karen Gonzalez led the Flag Salute.
Superintendent Presentations/ Reports – Non-Action Items • **Retirement Recognitions and Employee Awards**	Board President Williams and Superintendent Valdez presented the following recognitions: Retirement Recognitions: Yolanda Contreras - 34 Years of Service Manuel A. Paredez - 32 Years of Service Tammy Berry - 32 Years of Service Brian Smith - 30 years of Service Aurora Ortega - 28 Years of Service Steve Fesperman - 28 Years of Service Cathy Franco - 26 Years of Service Mary Ochoa - 26 Years of Service Bertha A. Del Bosque - 25 Years of Service Vidala Gallegos - 25 Years of Service Irma Barragan - 46 Years of Service Norma Lupa - 25 Years of Service Irma Alvarez - 20 Years of Service Linda McClung - 19 Years of Service Eladia Martin - 18 Years of Service Kathleen Garcia - 10 Years of Service Student Board Representative Recognitions: Michelle Avila - Orosi High School Student Board Representative Ruby Figueroa - Alternative Ed. Schools Student Board Representative District Excellence in Education Awards School Employee of the Year: Yolanda Holguin - Cutler Elementary School Teresa Tristan - Golden Valley Elementary School Kristin Camaquin - Palm Elementary School Sandra Estrada - Orosi High School Juan Garcilazo Mendoza - Alternative Ed. Erika Guardado - District Office Adolfo Hernandez - District Office

Teacher of the Year:
Bertha Del Bosque - Cutler Elementary School
Sarah Aguayo - Golden Valley Elementary School
Luis Zepeda - El Monte Middle School
Kyle Fraley - Orosi High School

Administrator of the Year:
Diana Vides - Principal, Cutler Elementary School
Sandra Ambriz - Golden Valley Elementary School
Tulare County Office of Ed. Excellence in Education Nominees
Tanya Gutierrez - School Employee of the Year - El Monte Middle School
Carol Montag - Teacher of the Year - Palm Elementary School
Angela Ruiz - Alvarez - Administrator/ Manager of the Year - District Wide

Association for California School Administrator of the Year Awards:
Melissa Delgadillo - Elementary Principal of the Year
Dr. Larissa Goosev - Middle School Principal of the Year

CATE Classroom Excellence Awards:
Andrew Baza - Orosi High School

CSEA Ch. 253 Member of the Year:
Gloria Huerta - CSEA Ch. 253 President

Superintendent Valdez also acknowledged Lisa Castillo and Collette Tamouzian for their successful Noche De Oro Fundraiser Event.

No additional Comments were presented. The meeting recessed. The Board announced the regular session of the meeting would be reconvened in the high school library where they would continue the regular business of the meeting agenda items.

- **Orosi High School Presentation**

Board President Williams introduced Orosi High School Student Representative Michelle Avila who presented on past, current and end of year school events and activities for the High School. She thanked the Board for the opportunity of having her present at their meetings.

- **Alternative Ed. Student Board Rep. Presentation**

Board President Williams then introduced Ruby Figueroa who also presented on past, current and end of year events and activities at the Alternative Schools. She thanked the board for attending and introduced Christopher Araujo and informed the Board he would be the new student Board representative for the coming school year.

- **Site Logic Presentation**

The Site Logic internship group provided a presentation on energy savings found through and energy audit conducted by the interns. They provided feedback on how the district can save on energy costs. They also share posters and decals they created for posting in classrooms to remind staff to turn off lights and appliances prior to leaving the classrooms. College and career readiness director Lisa Castillo commented and congratulated the students on completing the internship. She stated these students were involved in many other activities and even sports, however, they still came together and found time to work on their audit report for the board.

Public Comments:

No additional comments or questions were presented.

Consent Items:	
1 Minutes of the Regular Board Meeting Dated April 9, 2026	Board President Williams presented the Consent Items. It was noted that there had been some corrections to the votes listed in the minutes. No additional questions or comments were presented.
2 Minutes of the Regular Board Meeting Dated April 23, 2026	
3 Accounts Payable Total Payments Report Dated March 26, 2026, through April 30, 2026	
4 April Cash Balance Report	
5 Budget Revision #10	
6 Addition of Contractors to the District Cost Accounting Prequalification List (CUPCCAA)	
7 BSW/MSWS Memorandum of Agreement with Carver School of Social Work from Cambell University	
8 2026-2029 Memorandum of Understanding Between Tulare County Office of Education Tabacco Use Prevention and Youth Engagement (TUPE) Consortium for the TYPE Cohort	
9 Accept the Quarterly Williams Uniform Complaint Report for January – March 2026	
10 Approval of Minga Renewal for Campus Management Platform Services	
11 Approval of Tulare County Sheriff's Department Agreement for Two Full Time Deputy Services for the 2026-2027 School Year	
12 Approve Work Based Learning (WBL): UC Merced Incoming 9th Grade College Experience Overnight Stay	
13 Approve Work Based Learning (WBL): Leadership Development Health Occupation Students of Americo (HOSA) International Leadership Conference (ILC) Overnight Stay	
14 Approve AmeriCorps Partnership Agreement for 2025-2026	
15 Approve Memorandum of Understanding (MOU) with Tulare County Office of	

	Education (TCOE) for Services for Migrant Students	
16	Approve Renewal of Renaissance DnA Software Licenses	
17	Approve Renewal of Aeries Student Information System	
18	Approve Alternative Education Senior Class Sober Grad Overnight Trip	
19	Approve Growthpoint Technologies Service Agreement for Cutler, Golden Valley and Palm Elementary School Summer Program 2026	
20	Approve Growthpoint Technologies Service Agreement for El Monte Middle School Summer 2026	
21	Approve Growthpoint Technologies Service Agreement for Lovell High School	
22	Update Board Policy 6146.4 – Differential Graduation and Competency Standards for Student with Disabilities	
23	Update Board Policy 6173 – Education for Homeless Children	A motion was made by Trustee Mary Helen Espino seconded by Trustee Javier Quevedo to approve Items #1-25. The motion was approved with a vote of 6 to 0 with the votes as follows:
24	Update Administrative Regulation 6173 – Education for Homeless Children	Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez -- Yes
25	Approve Update Board Policy and Administrative Regulation 6175 – Migrant Education Program	
Curriculum/Instruction Items:		
26	April Curriculum and Instruction Report	Assistant Superintendent Shevonne Swanson introduced College and Career Director Lisa Castillo and informed she would be presenting a report on the information gathered from the Student Voice session at the previous Board Meeting. She informed students that they provided great feedback on how the district can improve and also things they continue doing to make students feel safe and heard. She informed there were some concerns regarding bathroom maintenance. Superintendent Valdez informed the Athletic Director would now work closely with the facilities director to ensure that any issues would be addressed timely. Orosi High School Principal, Oscar Villasenor informed the high school site now had a form available so they could gather actionable feedback to better service the site. Mrs. Castillo stated they received great input from students, but overall students felt they had a good experience at the site.

		A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to approve Item #26. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
27	Approval of New TK-8 Mathematics Curriculum: Classroom Mathematics California by I-Ready	Assistant Superintendent Shevonne Swanson presented Item #27 and informed the curriculum was analyzed annually to ensure that reclassification benchmarks are equitable, data driven, and inclusive for all students. A motion was made by Trustee Javier Quevedo seconded by Trustee Delia Martinez to approve Item #27. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
28	Approve Proposed Graduates 2026	Assistant Superintendent Swanson presented the list of graduates for the 2025-206 school year. A motion was made by Trustee Delia Martinez seconded by Trustee Karen Gonzalez to approve Item #28. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
Administrative/Organizational Items:		
29	Approve University of Massachusetts (UMASS) Global Internship Contract	Assistant Superintendent Williams presented Item #29. Assistant Superintendent Sunsie Tumacder informed the agreement was for interns. She stated the agreement would allow employees to work for the district while they continue working on completing their credential. A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to approve Item #29. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes

		Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
30	Sunshine CSEA's Initial Proposal to the District for 2026-2027 School Year	Assistant Superintendent Sunsie Tumacder Presented Item #30 and informed the items listed the topics for review and discussion for the 2026-2027 negotiations with CSEA. No additional questions or comments were presented. A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to approve Item #30. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
31	Sunshine District Initial Proposal to CSEA for the 2026-2027 School Year	Assistant Superintendent Tumacder stated that like the previous item, the item now listed for approval the topic for review and discussion from CSEA to the District. A motion was made by Trustee Karen Gonzalez seconded by Trustee Joni Jordan to approve Item #31. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
32	Approval of Additional Hours to (1) Special Education Aide Position and a New Full time Special Education Teacher	Board President Williams presented item #32. Mrs. Tumacder informed the additional support presented would provide much-needed support for the district special services department. A motion was made by Trustee Javier Quevedo seconded by Trustee Karen Gonzalez to approve Item #32. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
33	Resolution No. 2025-2026-20 In the Matter of Ordering Regular Governing Board Elections and Specifications of the Elections Order	Board President Williams presented Item #33. Superintendent Valdez informed this was an election year and some of the board seats were up for reelection. She stated the resolution listed the seats that were up for the elections and the specification for the upcoming elections. She informed that vote would need to be completed in rollcall.

		A motion was made by Trustee Joni Jordan seconded by Trustee Mary Helen Espino to approve Item #33. The motion was approved with a roll call vote with the votes of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
34	Award of Contract for Tennis Courts at Orosi High School	Board President Williams presented Item #34. Facilities Director Raffi Soghomonian informed the board the tennis courts had not been replaced in many years. He stated the project would replace the entire surface area. Trustee Delia Martinez asked if only the surface would be replaced. Mr. Soghomonian informed the entire surface would be ripped out and rebuilt. Trustee Joni Jordan asked if there was a special surface that was used. Mr. Soghomonian informed the area would have the cement surface redone and then covered with the special paint used for the surface. No additional comments or questions were presented. A motion was made by Trustee Delia Martinez seconded by Trustee Mary Helen Espino to approve Item #34. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
35	Second Reading and Adoption of new Policy 0415 – Equity	Board President Williams informed the Items 35-46 were being presented either for board adoption or first reading. A motion was made by Trustee Joni Jordan seconded by Trustee Karen Gonzalez to approve Item #35. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
36	Second Reading and Adoption of New Administrative Regulation 4112.23 – Special Education Staff	A motion was made by Trustee Javier Quevedo seconded by Trustee Mary Helen Espino to approve Item #36. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes

		Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
37	First Reading: Administrative Regulation 5113.11 – Attendance Supervision	A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to accept Item #37. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
38	Second Reading: New Board Policy 5131.8 – Mobile Communication Devices	A motion was made by Trustee Joni Jordan seconded by Trustee Mary Helen Espino to approve Item #38. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
39	Second Reading: New Board Policy 5141 – Health Care and Emergencies	A motion was made by Trustee Delia Martinez seconded by Trustee Karen Gonzalez to approve Item #39. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
40	Second Reading: of New Board Policy 6146.3 – Reciprocity of Academic Credit	A motion was made by Trustee Joni Jordan seconded by Trustee Javier Quevedo to approve Item #40. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
41	Second Reading of New Administrative Regulation 6146.3 – Reciprocity of Academic Credit	A motion was made by Trustee Javier Quevedo seconded by Trustee Mary Helen Espino to approve Item #41. The motion was approved with a vote of 6 to 0 with the votes as follows:

		Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
42	Second Reading of New Board Policy 6173.2 – Education of Children in Military Families	A motion was made by Trustee Javier Quevedo seconded by Trustee Karen Gonzalez to approve Item #42. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
43	Second Reading of New Administrative Regulation 6173.3 – Education of Juvenile Cour School Students	A motion was made by Trustee Delia Martinez seconded by Trustee Mary Joni Jordan to approve Item #43. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
44	Second Reading of New Board Policy 6173.4 – Education of American Indian Students	A motion was made by Trustee Javier Quevedo seconded by Trustee Karen Gonzalez to approve Item #44. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
45	First Reading: New Exhibit 6173 (1) – Education of Homeless Children	A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to accept Item #45. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes

46 First Reading: New Exhibit 6173 (2) Education for Homeless Children	A motion was made by Trustee Karen Gonzalez seconded by Trustee Javier Quevedo to accept Item #46. The motion was approved with a vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
47 Facilities Master Plan Presentation – Non-Action Item	Superintendent Valdez informed there would be no presentation on the Facilities Master Plan as there were still some changes being made. She stated the presentation would be done at a later time.
Public Comments on Closed Session Items:	No public comments were presented on the Closed Session Items listed in the agenda.
Closing Comments:	The Board thanked everyone for attending and thanked the students for the great presentation on energy saving. They congratulated all of the award recipients and retirees and thanked them for their service to the District.
Adjourn to Closed Session:	A motion was made by Trustee Delia Martinez, seconded by Trustee Joni Jordan to adjourn to Closed Session at 7:03 p.m. The Motion was approved with the following vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
Reconvene to Open Session:	A motion was made by Trustee Delia Martinez seconded by Trustee Karen Gonzalez to Reconvene to Open Session at 7:41 p.m. The Motion was approved with the following vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
Reporting of Closed Session Items: **Item A – Personnel Items:** • **Personnel Letter**	Board President Williams reported out on the following personnel items presented in the personnel letter for review and action: **EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:** 1. Mario Rodriguez, Principal at Golden Valley Elementary School, start date to be determined. 2. Approval of Spring Coaches: Boys Tennis: Varsity Head Coach – Nick Cabuban Varsity Assistant Coach – Alejandro Rosales

Baseball: Varsity Head Coach – Eduardo Garcia
Varsity Assistant Coach – Israel Villareal
JV Head Coach – Victor Marquez
JV Assistant Coach – Jerry Lopez
Softball: Varsity Head Coach – Ricardo Yanez
Varsity Assistant Coach - Francesca Velasquez
JV Head Coach – Ramiro Gonzalez
JV Assistant Coach – Mary Jane Franco
Track and Field: Varsity Head Coach – Ben White
Varsity Assistant Coach – Bulfrido Martinez
Varsity Assistant Coach – Isabella Jimenez
Varsity Assistant Coach – Nathen Chavez

3. Appointment of Certificated Teacher Contract Renewals for the 2026-2027 school year.

Aguayo, Sarah
Almaguer, Joshua
Altamirano- Torres, Albaneli
Alvarado, Annaly
Alvarado, Orilia
Alvarez, Cristina
Anders, Elizabeth
Ang, Susan
Ang, Virgilio
Arenas, Derek
Avila, Sharde
Banuelos, Eliana
Barker, Jaclyn
Barragan, Raquel
Barton, Guadalupe
Baza, Andrew
Belman, David
Capistran, Julia
Carr, Calvin
Carreon, Liselda
Casillas, Carlos
Castillo, Matthew
Castro, Maria De Lourdes
Celis, Nora
Cepeda, Rachel
Chaney, Denise
Chavez, Isabelle
Contreras, Jennie
Cuevas Moreno, Mireya
Del Toro, Christopher
Delgadillo Salas, Manuela
Delira, Sonia
Diaz, Antonio
Diaz, Monica
Duarte De Salcedo, Leslie
Duvall, Lisa
Ellis, Hannah
Ely, Brian
Ermie, Paul
Esquibel, Vanessa
Estrada-Nunez, Mario

Fraley, Kyle
Galvan, Mitchell
Garcia, Eduardo
Garcia, Marlene
Gaspar, Jonathan
Giannandrea, Kathleen
Gomez, Isaak
Gomez, Jennifer
Gomez, Jeremy
Gomez-Contreras, Emma
Gonzalez, Cristal
Gonzalez, Haileigh
Gonzalez, Janie
Gonzalez, Joshua
Gonzalez, Lucy
Gonzalez, Melanie
Gonzalez, Miracle
Gonzalez, Pablo
Gonzalez, Renee
Gonzalez, Soraida
Green, JoAnna
Guadiana, Vennisa
Guerrero-Castillo, Astrid
Guzman, Nancy
Helm, Michele
Hendrixson, Susan
Hernandez, Lisseth
Hernandez, Sally
Herrera, Yesbeth
Hosler, Thomas
Hurtado, Javier
Jarosz, Helen
Jasso, Anna Elisa
Jimenez, Nichole
Kalashian, Karson
Kaur, Ramanjit
Kears, David
Knudsen, Melissa
Lambert, Chayla
Ledesma, Anthony
Lentz, Eric
Lesso Vazquez, Gabriela
Lester, Corrine
Loera, Brenda
Lopez, Anavela
Lopez, Noemi
Lopez, Yoanna
Lua-Diaz, Lucilo
Macias Gutierrez, Mayela
Madrid De Tapia, Audelina
Magana, Leticia
Marroquin, Crisoforo
Martinez, Karina
Martinez, Luis Alberto
Martinez, Matthew
McLaughlin, Sylvia
McNealley, Gabrielle

McNealley, Mark
Mendoza, Lindsay
Milligan, Karina
Montag, Carol
Montejano, Liliana
Montejano, Valeria
Montemayor, Jose Luis
Montemayor, Ramon
Moreno, Guillermo
Mota, Melissa
Moya, Karina
Norby Jr., Terance
Nunez, Erica
Nunez, Silvia
Olais, Teresa
Olson, Marla
Ortega, Ninfa
Ostrea, Venise
Parra, Yanet
Patterson, Ruth
Pena, Mindy
Pennebaker, Kelly
Phillips, Stacy
Quezada, Alexa
Quintana, Christina
Ramirez, San Juana
Rankin, Valerie
Reed, Colette
Renta, Roxana
Rico, David
Rivera, Samantha
Robles, Julia
Rocha, Vanessa
Rodriguez, Christy
Rojas, Leandra
Roldan, Gary
Rominger, Andrew
Ronan, Elizabeth
Roque, Michael
Rubalcaba, Jaqueline
Ruiz, Cynthia
Saldana, Ana
Sanchez, Beatrice
Saucedo, Eliana
Serna, Brenda
Serrano, Erin
Sierra-Alcala, Vanessa
Sihota, Rajneet
Singh, Daljit Nahal
Singh, Guadalupe
Stefanich, Mychelle
Stuart, Karen
Swanson, Christopher
Teesy, Shirly
Thiessen, Megan
Torres, Gloria
Troncozo, Melissa

Valadez, Jaquelin
Valdez, Gracie
Valencia, Felicia
Valencia, Joshua
Vanderwall-Brown, Denise
Velasquez, Angelica
Villa, Gladys
Villagomez, Mary Lou
Villegas, Judit
Walters, Dillon
Wandler, Erin
Webb, Glenn
Wells, Lori
White, Benjamin
Williams, Sonya
Zavala, Oscar
Zepeda, Luis

2026-2027 CERTIFICATED PERSONNEL PROBATIONARY 2 CONTRACTS

Benkosky, Hannah
Cortez, Angela
Cruz, Veronica
Gonzales, Stephanie
Kalama, Allison
Lewis, Jonathan
Maldonado, Lorena
Mariscal, Yecenia
Medeiros, Kellsi
Obaid, Layann
Rios, Alexis
Rubalcaba, Destiny
Watts, Jeremy

2026-2027 CERTIFICATED PERSONNEL PROBATIONARY 1 CONTRACTS

Cabrera, Victor
Medrano Hernandez, Mariana

2026-2027 CERTIFICATED PERSONNEL PROBATIONARY 0 CONTRACTS

Atondo, Dieddra
Espino, Cynthia
Garcia, Keshia
Garcia-Carreon, Sinoel
Ibarra, Abel
Jimenez, Isabella
Loewen, John
Murillo-Salas, Nancy
Perez, Luis

Prado, Benjamin
Scherr, Suzanne

4. Appointment of Certificated Administrative Contract Renewals for the 2026-2027 school year as per attached list.

Alvarado Garibay, Jaclyn	Asst Principal - Middle School
Ambriz, Sandra	Educational Social Worker
Andrade, Mary	Learning Director
Arce, Yolanda	Educational Social Worker
Avalos Acosta, Angelica	Educational Social Worker
Barajas, Cesar	Counselor - II
Camaquin, Jayboy	Administrator of Instructional Programs
Castillo, Lisa	Director - College/Career Readiness
Castillo, Stephen	Counselor - I
Castillo, Yovana	Principal - Elementary
Cerda, Leanne	Admin. of Early Childhood Education
Cerda, Sandra	Learning Director
DeLeon, Yaimar	Counselor - II
Fuentes Aranda, Deysy	Counselor - I
Garcia Martinez, Jonathan	Psychologist
Gomez, Javier	Asst Principal - Middle School
Gonzalez, Anakaren	Counselor - II
Gonzalez, Laura	Dir. of Grants & Program Development
Gonzalez-De La Cruz, Erika	Counselor - II
Goosev Fonseca, Larissa	Principal - Middle School
Guzman, Victoria	Alternative Ed Administrator
Ibanez-Alvarado, Jessica	Psychologist
Lozada, Alexis	Counselor - I
Martinez Reyes, Miriam	Counselor - I
Martinez, Julio	Counselor - I
Medina Jr, Jesus	Learning/Athletic Director
Montemayor, Linda	Administrator of Mental Health Services
Moreno, Griselda	Nurse
Palacios-Espinoza, Luz	Educational Social Worker
Plascencia, Tabita	Counselor - II
Puente, Bianca	Nurse
Quezada, Lorena	Educational Social Worker
Quintanilla, Antonio	Director - Special Ed
Quintanilla, Lizette	Psychologist
Raigoza, Veronica	Admin. of Dual Immersion & Biliteracy
Ramirez Reyna, Olivia	Psychologist
Reed, Andrea	Special Education Program Specialist
Rivera, Tasha	District PBIS Coordinator

Robledo Vargas, Jennifer	Educational Social Worker
Rocha, Daniel	Asst Principal - High School
Rodriguez, Mario	Principal – Elementary
Sanchez, Gary	Psychologist
Sandoval, Mayra	Counselor - I
Santos Pacheco, Mitzi	Psychologist
Shankel, Jesica	Board Certified Behavior Analyst
Trujillo-Delgadillo, Melissa	Director - Categorical Programs
Vides, Diana	Principal - Elementary
Villasenor, Oscar	Principal - High School

RESIGNATIONS/RETIREMENTS:

5. Alejandra Guardado Morales, Instructional Aide at El Monte Middle School, resigning effective June 4, 2026.
6. Esther Gomez, Special Education Aide at Palm Elementary School, resigning effective July 31, 2026.
7. Norma Lupa, Learning Director at Golden Valley Elementary School, retiring effective June 17, 2026.
8. Steve Ferperman, Teacher at El Monte Middle School, retiring effective June 5, 2026.
9. Prescilla Carranza, Teacher at Orosi High School, resigning effective June 18, 2026.

A motion was made by Trustee Javier Quevedo seconded by Trustee Karen Gonzalez to approve the Personnel Letter items as presented. The motion was approved with a vote of 5-1 with the votes as follows:

Sandra Williams – Yes
Marisol Rubalcaba – Absent
Delia Martinez – No
Mary Helen Espino - Yes
Joni Jordan – Yes
Javier Quevedo – Yes
Karen Gonzalez – Yes

Item B – Discipline/Dismissal/Release

- **Resolution No. 2025-2026-21 – Non-Reelection of Probationary Certificated Employees – SEID 8024108626**

A motion was made by Trustee Delia Martinez seconded by Trustee Javier Quevedo to approve Resolution No. 2025-2026-21. The motion was approved with a vote of 6-0 with the votes as follows:

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

Item C - Conference with Labor Negotiators

No action was taken on Item C.

Item D – Student Expulsion, Suspension, or Disciplinary Action or Other Action Involving Pupil Records (Ed Code 35146; 48918 (C): Discussion on cases listed below were taken

A motion was made by Trustee Delia Martinez seconded by Trustee Javier Quevedo to approve Item D. The motion was approved with a vote of 6-0 with the votes as follows:

during closed Session. Action on was taken upon reconvening to Open Session.	Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino -- Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes
Comments:	No added comments were presented.
Adjournment:	A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to adjourn the meeting at 7:46 p.m. The Motion was approved with the following vote of 6 to 0 with the votes as follows: Sandra Williams – Yes Marisol Rubalcaba – Absent Delia Martinez – Yes Mary Helen Espino – Yes Joni Jordan – Yes Javier Quevedo – Yes Karen Gonzalez – Yes Respectfully Submitted Yolanda Valdez, Superintendent (MM)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**ACCOUNTS PAYABLE TOTAL PAYMENTS REPORT DATE MAY 1, 2026 THROUGH MAY 27, 2026**
ATTACHMENTS:	**TOTAL PAYMENTS REPORT & SUMMARY**
FUNDING SOURCE:	**N/A**

DISCUSSION:

Attached is the Accounts Payable Total Payments Report. The report is dated May 1, 2026 through May 27, 2026 and is for expenditures paid during these periods.

ITEM SUBMITTED AND APPROVED BY:	***Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer***
BOARD GOAL:	x **1. Achieve academic Excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.** x **2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.** x **3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.**
RECOMMENDATION:	**The Superintendent recommends the Board approve the Accounts Payable Total Payments Report.**
PROPOSED ACTION:	**APPROVE**

Item #: 2

8 Cutler-Orosi Jt. Unified School District | Total Payments Report | Report Date: 05/27/2026 1:33:48PM | Page 1 of 8

Summary

DatePaid between 05/01/2026 and 05/27/2026

Vendor No.	Vendor Name	Ven. Type	1099		Amount
1407	CUTLER-OROSI UNIF. SCHOOL (P)	09	00	Total Payment Amount:	$839.00 *
2257	FRONTIER COMMUNICATIONS	00	00	Total Payment Amount:	$174.77 *
4237	OROSI PUBLIC UTILITY DIST. (0)	09	00	Total Payment Amount:	$7,436.52 *
4269	P G & E	03	00	Total Payment Amount:	$55,775.02 *
4325	CLINES BUSINESS EQUIPMENT INC.	03	00	Total Payment Amount:	$26,238.35 *
4372	PENAS DISPOSAL SERVICE INC.	03	00	Total Payment Amount:	$13,785.04 *
5388	GAS COMPANY, THE	03	00	Total Payment Amount:	$6,743.31 *
11714	DINUBA LUMBER (6)	03	00	Total Payment Amount:	$3,291.14 *
11851	CUTLER PUBLIC UTILITY	09	00	Total Payment Amount:	$1,633.76 *
12284	CAVES & ASSOCIATES	02	00	Total Payment Amount:	$1,500.00 *
13418	LEES SERVICE	03	00	Total Payment Amount:	$6,293.46 *
13576	ABE-EL WHOLESALE, INC.	03	00	Total Payment Amount:	$52,361.25 *
14036	EWING IRRIGATION PRODUCTS	03	00	Total Payment Amount:	$12,818.31 *
16246	EMPLOYMENT DEVELOPMENT DEPT.	00	00	Total Payment Amount:	$1,731.90 *
16918	CLASSIC CHARTER	03	00	Total Payment Amount:	$3,809.00 *
17821	YETTEM SEWER	00	00	Total Payment Amount:	$133.50 *
18594	BATTERY SYSTEMS	00	00	Total Payment Amount:	$1,627.86 *
19008	ODP BUSINESS SOLUTIONS,LLC	09	00	Total Payment Amount:	$5,561.49 *
19216	CSET	03	00	Total Payment Amount:	$5,007.74 *
19420	PRODUCERS	03	00	Total Payment Amount:	$52,054.75 *
19430	GOLD STAR FOODS	03	00	Total Payment Amount:	$56,408.67 *
19438	SYSCO FOODSERVICES OF	03	00	Total Payment Amount:	$144,610.41 *
19439	CULLIGAN	03	00	Total Payment Amount:	$20,269.00 *
19506	DIVISION OF STATE ARCHITECT	09	00	Total Payment Amount:	$738.31 *
19570	TULARE CO OFFICE OF EDUCATION	00	00	Total Payment Amount:	$2,940.00 *
19598	HOBART CORPORATION	03	00	Total Payment Amount:	$1,910.13 *
19707	APPLE COMPUTER INC	00	00	Total Payment Amount:	$36,508.54 *
19719	SAN JOAQUIN PEST CONTROL OF	03	00	Total Payment Amount:	$11,150.00 *
19773	JENSEN & PILEGARD	03	00	Total Payment Amount:	$444.89 *
20009	AVID CENTER	09	00	Total Payment Amount:	$4,396.00 *
20561	VALLEY INDUSTRIAL MEDICAL GRP	03	00	Total Payment Amount:	$115.00 *
20632	ERNEST PACKAGING SOLUTIONS	03	00	Total Payment Amount:	$4,092.50 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
20861	SISC III	09	00	Total Payment Amount:	$809,877.50 *
21035	CHETS PLUMBING CO	01	06	Total Payment Amount:	$5,424.67 *
21249	CALIFORNIA ASSOCIATION OF FFA	00	00	Total Payment Amount:	$20.00 *
21391	SMART & FINAL	00	00	Total Payment Amount:	$302.55 *
21607	FERGUSON ENTERPRISES INC.#690	03	00	Total Payment Amount:	$304.33 *
21778	CALIFORNIA OFFICE LIQUIDATORS	03	00	Total Payment Amount:	$17,336.54 *
21808	DEMCO	03	00	Total Payment Amount:	$2,581.74 *
21832	LAWRENCE TRACTOR CO	03	00	Total Payment Amount:	$288.73 *
21891	VERIZON WIRELESS	00	00	Total Payment Amount:	$1,150.48 *
21928	COURIER PRINTING	06	06	Total Payment Amount:	$953.58 *
22069	TULARE COUNTY OFFICE OF ED.ERS	09	00	Total Payment Amount:	$18,200.00 *
22162	GEARY PACIFIC SUPPLY	03	00	Total Payment Amount:	$1,039.32 *
22441	CDW-G	03	00	Total Payment Amount:	$298.47 *
22661	OFFICE OVERLOAD	01	06	Total Payment Amount:	$796.55 *
22793	W & E ELECTRIC	06	00	Total Payment Amount:	$12.11 *
22888	EAI EDUCATION	00	00	Total Payment Amount:	$85.76 *
22917	POPES PROPANE SERVICE	03	00	Total Payment Amount:	$172.23 *
22963	TULARE COUNTY OFFICE OF EDUCAT	09	00	Total Payment Amount:	$73,280.00 *
23060	DELL COMPUTER CORP.	00	00	Total Payment Amount:	$1,769.36 *
23132	Y-K LASER LAND LEVELING INC.	03	00	Total Payment Amount:	$6,800.00 *
23175	4IMPRINT	03	00	Total Payment Amount:	$2,555.82 *
23257	FOX INTERPRETING	03	00	Total Payment Amount:	$6,626.80 *
23259	KINGS PETROLEUM LLC	03	00	Total Payment Amount:	$48,035.52 *
23337	EMEDCO	00	00	Total Payment Amount:	$164.03 *
23358	LOZANO SMITH, LLP	06	09	Total Payment Amount:	$307.12 *
23641	NERI, ESMERALDA	00	00	Total Payment Amount:	$71.15 *
23671	CASTILLO, YOVANA	00	00	Total Payment Amount:	$162.58 *
23675	UNIVERSAL STUDIOS HOLLYWOOD	03	00	Total Payment Amount:	$4,628.00 *
23685	D H MACHINE INC.	03	00	Total Payment Amount:	$329.92 *
23802	MARVIN ARMSTRONG ARCHITECT	03	00	Total Payment Amount:	$51,388.80 *
23892	BAKEMARK	03	00	Total Payment Amount:	$6,575.53 *
23896	GOLDEN EAGLE CHARTER INC.	03	00	Total Payment Amount:	$5,200.45 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
23897	HOFER TENNIS	01	06	Total Payment Amount:	$260.00 *
24060	COMPUTERSHARE	03	00	Total Payment Amount:	$500.00 *
24061	COUNTER TOPS BY "CHET"	06	06	Total Payment Amount:	$10,375.00 *
24123	TECHNICON ENGINEERING SERVICES	03	00	Total Payment Amount:	$3,897.50 *
24313	EXETER MERCANTILE CO.	03	00	Total Payment Amount:	$412.59 *
24341	ZWEIGLE SEPTIC, LLC	03	00	Total Payment Amount:	$250.00 *
24417	SWANSON, SHEVONNE	00	00	Total Payment Amount:	$38.00 *
24436	BUSWEST - FRESNO	03	00	Total Payment Amount:	$2,135.73 *
24498	CAL GRO PUMP SERVICE, INC.	03	00	Total Payment Amount:	$324.56 *
24502	CEBDA, LEANNE	00	00	Total Payment Amount:	$107.46 *
24542	ATKINSON, ANDELSON, LOYA, RUDD	03	00	Total Payment Amount:	$4,442.81 *
24545	DEPARTMENT OF JUSTICE	09	00	Total Payment Amount:	$3,444.00 *
24642	FRESNO CHAFFEE ZOO	09	00	Total Payment Amount:	$1,208.50 *
24668	TRUJILLO-DELGADILLO, MELISSA	01	06	Total Payment Amount:	$375.00 *
24756	U. S. BANK	03	00	Total Payment Amount:	$54,300.00 *
24796	GOPHER SPORTS	03	00	Total Payment Amount:	$4,411.50 *
24800	APPLE INC.	00	00	Total Payment Amount:	$1,881.50 *
24898	LEO'S NURSERY	02	00	Total Payment Amount:	$1,422.30 *
24988	KIMBALL MIDWEST	03	00	Total Payment Amount:	$3,298.50 *
25048	CHASTITY AGBULOS (5)	00	00	Total Payment Amount:	$32.62 *
25059	SOUND CONTRACTING	03	00	Total Payment Amount:	$300.00 *
25205	AUTO ZONE	00	00	Total Payment Amount:	$763.08 *
25217	RICKS VENDING DISTRIBUTION	03	00	Total Payment Amount:	$278.84 *
25229	LOWES -#98007297470	00	00	Total Payment Amount:	$4,466.86 *
25364	AMERICAN INCORPORATED	03	00	Total Payment Amount:	$238,584.31 *
25428	CURRICULUM ASSOCIATES	06	06	Total Payment Amount:	$2,585.82 *
25449	DIGITECH INTEGRATION INC	03	00	Total Payment Amount:	$1,932.14 *
25592	MD CONCRETE CUTTING DEMOLITION	03	00	Total Payment Amount:	$1,400.00 *
25610	LEGO EDUCATION	09	00	Total Payment Amount:	$12,925.69 *
25666	SY TECH SOLUTIONS, INC.	03	00	Total Payment Amount:	$91,955.21 *
25741	FRESNO MOBILE RADIO	03	00	Total Payment Amount:	$520.00 *
25792	CHILDS AND COMPANY, INC.	03	00	Total Payment Amount:	$123.29 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
25814	CERDA, SANDRA	00	00	Total Payment Amount:	$130.05 *
25950	IMPERIAL DADE	09	00	Total Payment Amount:	$13,726.86 *
26001	COOKS COMMUNICATION	03	00	Total Payment Amount:	$134.81 *
26016	O'REILLY AUTO PARTS	03	00	Total Payment Amount:	$294.82 *
26057	BSN SPORTS, INC	03	00	Total Payment Amount:	$2,165.82 *
26109	CVIN LLC	03	00	Total Payment Amount:	$15,639.22 *
26270	A&E INDUSTRIAL CLEANING	03	00	Total Payment Amount:	$689.33 *
26289	DENNY MCCOWAN GENERAL ENGINEER	03	00	Total Payment Amount:	$4,204.50 *
26306	SHIFFLER EQUIPMENT 781437	03	00	Total Payment Amount:	$440.46 *
26320	VALLEY SECURITY ALARM	03	00	Total Payment Amount:	$2,727.00 *
26363	SAENZ PRODUCTIONS	01	06	Total Payment Amount:	$4,800.00 *
26378	ISOM ADVISORS	03	00	Total Payment Amount:	$7,625.00 *
26395	MEDALLION SUPPLY	03	00	Total Payment Amount:	$1,964.73 *
26398	HCI SYSTEMS, INC.	03	00	Total Payment Amount:	$964.00 *
26415	ESQUEDA, ROSALIND	01	06	Total Payment Amount:	$4,862.00 *
26478	VALLEY ROP	09	00	Total Payment Amount:	$86,734.74 *
26489	ERC	03	00	Total Payment Amount:	$7,000.00 *
26497	BULK BOOKSTORE	03	00	Total Payment Amount:	$2,569.84 *
26601	MIRACLE PLAYSYSTEMS, INC.	03	00	Total Payment Amount:	$34,265.90 *
26666	G2SOLUTIONS, INC.	03	00	Total Payment Amount:	$99.95 *
26687	DOCTORS OCCUPAIONAL TESTING SO	01	05	Total Payment Amount:	$1,020.00 *
26711	DUMONT PRINTING	03	00	Total Payment Amount:	$162.99 *
26721	REFRIGERATION SUPPLIES DISTRIB	03	00	Total Payment Amount:	$7,531.35 *
26818	GALLS	06	06	Total Payment Amount:	$45.11 *
26892	REDWOOD REGION FORENSICS	00	00	Total Payment Amount:	$260.00 *
26912	AMAZON CAPITAL SERVICES	03	00	Total Payment Amount:	$104,264.49 *
26958	QUALITY LAPEL PINS	03	00	Total Payment Amount:	$752.43 *
26973	CAL APPAREL	03	00	Total Payment Amount:	$1,109.68 *
27080	GEORGIA STATE UNIVERSITY	00	00	Total Payment Amount:	$500.00 *
27091	PAPE TRUCKS INC.	03	00	Total Payment Amount:	$2,337.90 *
27110	SUNNYSIDE TROPHY, INC.	03	00	Total Payment Amount:	$157.11 *
27242	BLUELIGHT ELECTRIC	03	00	Total Payment Amount:	$2,782.00 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
27296	MUSIC IN THE PARKS	03	00	Total Payment Amount:	$9,560.00 *
27298	DOCUMENT TRACKING SERVICES	03	00	Total Payment Amount:	$4,070.00 *
27428	CINTAS	03	00	Total Payment Amount:	$3,639.91 *
27456	ZAJONC CORP	03	00	Total Payment Amount:	$29,987.49 *
27461	JOHNSTONE SUPPLY	03	00	Total Payment Amount:	$1,539.92 *
27483	PARENTS AS TEACHERS	03	00	Total Payment Amount:	$345.00 *
27488	YETTEM-SEVILLE CSD	03	00	Total Payment Amount:	$87.65 *
27493	SOLIANT HEALTH, LLC	06	06	Total Payment Amount:	$9,200.00 *
27523	GROWTHPOINT TECHNOLOGIES, INC.	03	00	Total Payment Amount:	$8,500.00 *
27532	ALLIED STORAGE CONTAINERS	03	00	Total Payment Amount:	$1,178.79 *
27557	TURF TANK	03	00	Total Payment Amount:	$419.15 *
27565	CALIFORNIA TURF EQUIPMENT	03	00	Total Payment Amount:	$74,041.92 *
27574	HD SUPPLY	03	00	Total Payment Amount:	$8,880.76 *
27593	LEAF	06	01	Total Payment Amount:	$4,455.77 *
27595	WATER SYSTEM SOLUTIONS LLC	03	00	Total Payment Amount:	$425.00 *
27596	SCP POOL DISTIBUTORS LLC	00	00	Total Payment Amount:	$3,114.49 *
27602	INTERNATIONAL ACADEMY OF SCIEN	09	00	Total Payment Amount:	$790.00 *
27608	BDJTECH	03	00	Total Payment Amount:	$616.85 *
27609	NICK'S CUSTOM GOLF CARS	03	00	Total Payment Amount:	$135.74 *
27635	RIVERSIDE INSIGHTS	06	06	Total Payment Amount:	$1,040.00 *
27641	WEST MUSIC COMPANY, INC.	03	00	Total Payment Amount:	$27,869.03 *
27663	SAVECO #22	03	00	Total Payment Amount:	$635.62 *
27667	BARNES & NOBLE EDUCATION, INC.	03	00	Total Payment Amount:	$1,715.78 *
27710	YOSEMITE MOUNTAIN SUGAR PINE	03	00	Total Payment Amount:	$6,661.00 *
27719	CONN DOORS	01	06	Total Payment Amount:	$1,653.66 *
27726	LEONA WOODS	01	06	Total Payment Amount:	$7,350.00 *
27728	SKY ZONE	06	06	Total Payment Amount:	$403.41 *
27730	DOLLYWOOD FOUNDATION	03	00	Total Payment Amount:	$639.36 *
27736	ABV SCOREBOARD SERVICES, INC.	03	00	Total Payment Amount:	$1,200.00 *
27743	EDP ENVIRONMENTS, INC.	03	00	Total Payment Amount:	$10,415.17 *
27788	AT & T CALNET 4	00	00	Total Payment Amount:	$4,008.24 *
27802	MEEHLEIS MODULAR BUILDINGS, IN	03	00	Total Payment Amount:	$51,879.88 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
27809	LYRICOS LEARNING, LLC	06	06	Total Payment Amount:	$4,800.00 *
27830	RAIGOZA, VERONICA	00	00	Total Payment Amount:	$666.55 *
27846	AMPACT	03	00	Total Payment Amount:	$19,920.00 *
27878	AIRGAS, INC.	03	00	Total Payment Amount:	$1,163.77 *
27892	CHRISTY WHITE, INC.	03	00	Total Payment Amount:	$19,215.00 *
27902	PREFERRED MOBILE EQUIPMENT	01	06	Total Payment Amount:	$795.04 *
27927	USPS-POC	03	00	Total Payment Amount:	$3,400.00 *
27938	GONZALEZ, BRANDON	00	00	Total Payment Amount:	$50.00 *
27942	SUPERIOR SERVICE CORP	03	00	Total Payment Amount:	$560.17 *
27979	PULIDO, ASHLEY	00	00	Total Payment Amount:	$13.21 *
27994	GAME PLAN ATHLETIC TRAINING	01	06	Total Payment Amount:	$6,387.50 *
28008	EMPIRE AUTO GLASS, LLC	01	06	Total Payment Amount:	$500.00 *
28011	AVERHEALTH	03	00	Total Payment Amount:	$740.00 *
28047	GUADALUPE GARDENS	01	00	Total Payment Amount:	$425.00 *
28059	GIRLS ON THE RUN	03	00	Total Payment Amount:	$3,550.00 *
28076	GONZALEZ, LAURA	00	00	Total Payment Amount:	$55.90 *
28101	HERNANDEZ, ADOLFO	00	00	Total Payment Amount:	$87.48 *
28103	ANATOMAGE, INC.	03	00	Total Payment Amount:	$13,050.00 *
28159	MAYESH WHOLESALE FLORIST, INC.	03	00	Total Payment Amount:	$1,751.22 *
28176	UNITED HEALTH CENTERS OF THE	09	00	Total Payment Amount:	$56,059.92 *
28187	PUENTE, BIANCA K.	00	00	Total Payment Amount:	$269.07 *
28254	MCLOGAN SUPPLY CO, INC.	03	00	Total Payment Amount:	$1,910.27 *
28309	HERNANDEZ-AVILA, CLAUDIA (6)	00	00	Total Payment Amount:	$19.94 *
28313	MGT IMPACT SOLUTIONS, LLC	06	06	Total Payment Amount:	$36,272.50 *
28323	NORTHSTAR CHEMICAL	06	00	Total Payment Amount:	$6,348.47 *
28326	MASCOT JUNCTION, INC.	03	00	Total Payment Amount:	$21,600.24 *
28350	TREVIPAY - WALMART	03	00	Total Payment Amount:	$3,936.29 *
28361	ROBLES, JULIA	00	00	Total Payment Amount:	$74.25 *
28367	ALVAREZ, ALEXIA (4)	00	00	Total Payment Amount:	$44.46 *
28402	GONZALEZ, SASHA M. (7)	00	00	Total Payment Amount:	$96.13 *
28466	MORENO, GRISELDA	00	00	Total Payment Amount:	$39.23 *
28499	SCHERR, SUZANNE	00	00	Total Payment Amount:	$136.67 *

Vendor No.	Vendor Name	Ven. Type	1099		Amount
28517	RURAL PROPERITY CENTER	03	00	Total Payment Amount:	$1,250.00 *
28538	VALLEY AIRE REFRIGERATION	01	06	Total Payment Amount:	$5,073.46 *
28539	SCHOLAR SYSTEM, LLC	06	00	Total Payment Amount:	$37,500.00 *
28540	SOURCED RIGHT CORP	03	00	Total Payment Amount:	$67,164.00 *
28543	GROUND PENETRATING RADAR	03	00	Total Payment Amount:	$1,300.00 *
28557	CS CONSTRUCTION	01	06	Total Payment Amount:	$4,066.00 *
28559	DAVIDIANSLASER	01	06	Total Payment Amount:	$193.95 *
28564	KOREN BROWN	01	06	Total Payment Amount:	$4,000.00 *
28566	GARCIA, VANESSA	00	00	Total Payment Amount:	$28.35 *
28570	BRAZIEL, SHAIN	01	06	Total Payment Amount:	$2,000.00 *
28572	OBAID, LAYANN	00	00	Total Payment Amount:	$37.60 *
28575	ARCINIEGA, LORENA	00	00	Total Payment Amount:	$112.94 *
				Total Payment Amount:	$2,973,178.33 *

Vendor No.	Vendor Name	Ven. Type	1099	Amount

Grand Total Payment Amount: $2,973,178.33 **

TOTAL PAYMENTS SUMMARY REPORT

May 1, 2026 through May 27, 2026

Books, Materials & Supplies *40xxx - 44000*	$	415,923
Food - Food Services *47xxx*	$	312,376
Professional Services, Operations & Repairs *51xxx - 54xxx, 56xxx - 58000*	$	880,415
Utilities & Communications *55xxx & 59xxx*	$	94,375
Capital Outlay (Construction & Equipment) *6xxxx*	$	458,328
Health Insurance *9xxxx*	$	811,761
TOTAL	**$**	**2,973,178**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION:	**CONSENT**
AGENDA ITEM:	**BUDGET REVISION # 11**
ATTACHMENTS:	**BUDGET REVISION # 11**
FUNDING SOURCE:	**N/A**

DISCUSSION:

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

The attached Budget Revision # 11 is for May 2026.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Budget Revision # 11.**

PROPOSED ACTION: **APPROVE**

Item #: 3

8 Cutler-Orosi Joint Unified School District
Fiscal Year: 2026 June

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget	
Fund:	**010 General Fund**				
LCFF	62,443,326	62,930,332	279,554	63,209,886	1
Federal Revenues	14,174,103	16,400,297	64,930	16,465,227	1
Other State Revenues	14,885,136	17,696,429	369,748	18,066,177	1
Other Local Revenues	3,339,856	3,928,016	501,224	4,429,240	1
Revenues	**94,842,421**	**100,955,074**	**1,215,456**	**102,170,530**	
Expenditures					
Certificated Salaries	31,727,511	32,408,373	(182,300)	32,226,073	1
Classified Salaries	15,852,450	16,563,321	(268,815)	16,294,506	1
Employee Benefits	24,950,184	25,058,262	95,066	25,153,328	1
Books and Supplies	6,149,469	9,020,478	(14,662)	9,005,816	1
Services, Other Operating	13,751,377	19,530,271	(1,131,713)	18,398,558	1
Capital Outlay	10,313,740	16,447,808	(1,122,463)	15,325,345	1
Other Outgo	1,469,864	1,491,687	30,703	1,522,390	1
Indirect Costs	(222,305)	(220,200)	(16,602)	(236,802)	1
Total Expenditures	**103,992,289**	**120,300,000**	**(2,610,786)**	**117,689,214**	
Other Financing Sources/Uses					
Transfer In	-	-		-	
Fund:	**110 Adult Education Fund**				
Federal Revenues	105,153	51,010	-	51,010	
Other State Revenue	331,057	330,653	-	330,653	
Other Local Revenue	-	-	-	-	
Revenues	**436,210**	**381,663**	-	**381,663**	
Expenditures					
Certificated Salaries	116,585	141,842	-	141,842	
Classified Salaries	55,506	68,092	-	68,092	
Employee Benefits	77,893	104,981	-	104,981	
Books and Supplies	10,444	3,865	-	3,865	
Services, Other Operating	160,640	477,600	-	477,600	
Capital Outlay	-	-	-	-	
Indirect Costs	15,142	15,123	-	15,123	
Total Expenditures	**436,210**	**811,503**	-	**811,503**	
Fund:	**120 Child Development Fund**				

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget	
Other State Revenues	2,518,810	3,579,967	-	3,579,967	
Other Local Revenues	-	-	-	-	
Revenues	**2,518,810**	**3,579,967**	**-**	**3,579,967**	
Expenditures					
Certificated Salaries	210,000	498,908	50,795	549,703	**2**
Classified Salaries	1,141,086	1,035,013	9,495	1,044,508	**2**
Employee Benefits	804,560	729,504	24,288	753,792	**2**
Books and Supplies	150,733	309,946	(24,106)	285,840	**2**
Services, Other Operating	39,628	213,559	(60,472)	153,087	**2**
Capital Outlay	70,000	110,000	-	110,000	
Indirect Costs	118,803	137,790	-	137,790	
Total Expenditures	**2,534,810**	**3,034,720**	**-**	**3,034,720**	
Fund:	**130 Cafeteria Special Revenue Fund**				
Federal Revenues	4,232,940	4,376,445	-	4,376,445	
Other State Revenues	900,272	930,272	-	930,272	
Other Local Revenues	25,000	25,000	-	25,000	
Revenues	**5,158,212**	**5,331,717**	**-**	**5,331,717**	
Expenditures					
Certificated Salaries	20,518	21,131	-	21,131	
Classified Salaries	1,283,593	1,332,864	-	1,332,864	
Employee Benefits	671,801	721,299	-	721,299	
Books and Supplies	2,785,626	3,110,714	-	3,110,714	
Services, Other Operating	185,150	269,800	-	269,800	
Capital Outlay	300,000	235,000	-	235,000	
Indirect Costs	88,360	83,889	-	83,889	
Total Expenditures	**5,335,048**	**5,774,697**	**-**	**5,774,697**	
Fund:	**251 Developer Fees Fund**				
Other Local Revenues	-	90,000	-	90,000	

	Original Approved Budget	Revised Approved Budget	Change Amount	Proposed Revised Budget
Revenues	-	**90,000**	-	90,000
Expenditures				
Services, Other Operating	-	-	-	-
Capital Outlay	-	90,000		90,000
Other Outgo	-	-	-	-
Total Expenditures	-	**90,000**	-	**90,000**

General Fund

1) LCFF Revenue was increased by $279,554 due to the updated LCFF calculator. **Federal Revenues** were increased overall $64,930 due to various program increases and to budget for the remaining Literacy Grant. **Other State Revenues** was increased by $369,748 due to STRS On-Behalf Pension Contribution and to budget for the LCSSP grant. **Other Local Revenue** was increased by $501,224 overall due to the Alta Healthcare grant, CalPoly grant, and increases in receivables in SMAA. **Certificated Salaries** and **Classified Salaries** were decreased by $182,300 and $268,815, respectively, to accurately reflect end-of-year salary projections. **Employee Benefits** were increased $95,066 due to STRS On-Behalf Pension Contribution. **Materials & Supplies** was reduced due to program needs in materials. **Services** were decreased by $1,131,713 and **Capital Outlay** were decreased by $1,122,463 to accurately reflect end-of-year expenditure projections. **Other Outgo** increased by $30,703 due to TCOE's final calculation. **Indirect Costs** decreased by $16,602 to reflect expenses.

Child Development Fund

2) **Certificated Salaries, Classified Salaries & Employee Benefits** were increased due to program need and auxiliary pay. **Books & Supplies** and **Services, Other Operating** were decreased to pay for the increases in salaries.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: MAY CASH BALANCE REPORT

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

RECOMMENDATION: **The Superintendent recommends the Board approve the May Cash Balance Report**

PROPOSED ACTION: **APPROVE**

Item #: 4

8 - Cutler-Orosi Jt. Unified School District

Current Cash Balance - Thru 05/27/2026
Payroll From 05/01/2026 Thru 05/31/2026

Report Date: 05/27/2026
GLD920 1:41:10PM

County Fund	District Number	Fund		Current Cash 9110	Previous Total Payroll Objects	Percentage (%)
608	8	0100	General Fund	$68,552,884.60	$5,684,001.87	1,206.07
N/A	8	0800	Student Activity Special Revenue Fund	$0.00		
AAQ	8	1100	Adult Education Fund	$74,217.21	$28,006.60	265.00
AWL	8	1200	Child Development Fund	$1,820,883.66	$264,591.24	688.19
AUB	8	1300	Cafeteria Special Revenue Fund	$3,200,723.37	$174,025.15	1,839.23
AAT	8	1700	Special Reserve Fund for Other than Capital Outlay Pr	$0.68		
AZT	8	2110	Building Fund #1	$7,369,941.96		
AJS	8	2120	Building Fund # 2	$91,236.69		
AJK	8	2510	Developer Fees Fund	$84,052.87		
AAW	8	3500	County School Facilities Fund - New Construction	$858.10		
ABF	8	3510	County School Facilities Fund - Modernization	$227,369.93		
AAV	8	4000	Special Reserve Fund for Capital Outlay Projects	$0.05		
689	8	5100	Bond Interest & Redemption Fund - #1	$1,306,738.95		
61C	8	5110	Bond Interest & Redemption Fund - #2	$852,018.49		
61D	8	5120	Bond Interest & Redemption Fund - #3	$0.00		
			Report Total	**$83,580,906.56**		

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN CALSTATE TEACH AND CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT**

ATTACHMENTS: **MEMORANDUM OF UNDERSTANDING**

FUNDING SOURCE: **N/A**

DISCUSSION:
It is requested that the Board approve a Memorandum of Understanding between CalState Teach and the District. The intent of these memorandum of understanding (MOUs) is to clarify the roles and responsibilities of the University and the District with respect to collaboratively supporting Student Teachers and Intern Teachers pursuing a Multiple Subject, Single Subject, Mild Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education Preliminary Teaching Credential. These Agreements shall remain in effect for a term of 3 years beginning June 1, 2026 and ending May 31, 2029

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the CalState Teach memorandum of understanding.**

PROPOSED ACTION: **APPROVE**

Item #: 5

CalStateTEACH | California State University Teacher Preparation Program

California State University's CalStateTEACH Program
Memorandum of Understanding and Agreement
For the Employment of University Students Who Have an Intern Credential

This agreement is between the Cutler-Orosi Joint Unified School District ("District") and the California State University's CalStateTEACH Program ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students who hold an intern credential from the California Commission on Teacher Credentialing ("Paid Interns") will gain experience in the public school setting. This agreement does not apply to unpaid service learning placements that are part of a credentialing program.

RECITALS

CalStateTEACH operates a program for the education and training of candidates pursuing a California Preliminary Multiple Subject Teaching Credential with English Learner Authorization (ELA) and is accredited by the California Commission on Teacher Credentialing (CTC) with approval to offer intern options in these programs.

The District is authorized under Education Code 44320 et seq., to cooperate with institutions of higher education in providing training and experience to credential candidates who hold an intern credential ("Paid Intern").

One or more District employees who are credentialed, experienced faculty members at a District high school, middle school, or elementary school have agreed to be responsible for a class or classes assigned to a credential candidate and may be referred to below as mentor teachers.

University employs one or more experienced credentialed teachers, administrators, or faculty who have agreed to provide direct classroom supervision and support to credential candidates and mentor teachers. Such individuals may be referred to below as university supervisors.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning June 1, 2026 and ending May 31, 2029, unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

CTC REQUIREMENTS FOR SUPPORT AND SUPERVISION OF INTERN TEACHERS

In 2013, the California Commission on Teacher Credentialing (CTC) adopted policies that specify the number of hours of general support and supervision, as well as additional specific English learner support and supervision, which must be provided to Paid Interns. The regulations

(California Education Code §44321; 5 Cal. Code Reg. § 80033) were approved and made part of law effective 2014.

Under the approved regulations, the University and District must ensure:

- A minimum of 144 hours per year (**72 hours per semester**) of support/mentoring and supervision must be provided to each Paid Intern including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem- solving regarding students, curriculum, and development of effective teaching methodologies.
- **A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days**.
- The District must identify a mentor or other designated individual who meets the Commission's specified criteria prior to a Paid Intern assuming daily teaching responsibilities.
- An additional 45 hours per year (23 hours per semester} of support/mentoring and supervision specific to meeting the needs of English learners is required for a Paid Intern who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Cross-cultural, Language and Academic Development (CLAD) Certificate. The additional hours of support can be provided by the credential program and/or the district employed mentor. The individual(s)providing this support must hold a valid California Teaching Credential with a valid English Learner Authorization or Cross-cultural Language and Academic Development (CLAD) Certificate.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. Prior to the Paid Intern's first day as teacher of record, provide each Paid Intern with a certified, experienced district-employed mentor/liaison who will work collaboratively with the University Supervisor to support the Paid Intern in achieving competency in the Teaching Performance Expectations. District will provide documentation of appropriate credentialing of district-employed supervisor as needed.
2. Identify a District-employed supervisor who serves as an evaluator for the Paid Intern.
3. Model balanced and comprehensive reading/language arts instruction; effectively teach the state-adopted core curriculum; and model instruction based on the state-adopted academic content standards:
    a. Phonics and structured reading development
    b. Incorporation of California Dyslexia Guidelines
    c. Incorporation of elements of California Comprehensive Plan
4. Provide new teacher orientation, on-going support and other clinical/ professional experiences for Paid Interns teaching in the District's schools under the supervision of a district-employed mentor/liaison.
5. Provide release time for participation in district group/regional group meetings and professional development activities including time to observe other exemplar teachers teaching in their classrooms.
6. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by a Paid Intern. University will

cooperate with District in any investigation concerning the reported violation.

7. District will instruct intern in school policies regarding child abuse reporting, sexual harassment, and professional conduct.
8. The District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". The District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. The District to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable governmental directives are modified, changed, or updated, the District will take the steps to comply with the modified, changed, or updated guidelines or directives. If at any time the District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the CalStateTEACH Regional Director.

UNIVERSITY DUTIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the intern.
2. University will guarantee that Paid Interns have met California Commission for Teacher Credentialing (CTC) requirements for an intern credential (Certificate of Clearance, basic skills competence, subject matter competence, negative tuberculosis test, U.S. Constitution) and University requirements (satisfactory completion of course work that meets the CTC pre-service requirement, a copy of the district offer of employment) prior to recommending the candidate for an intern credential.
3. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
4. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Paid Intern in the school. District will cooperate with the University in any investigation concerning the reported violation.
5. University will guarantee that the Paid Intern and university supervisors have appropriate TB and fingerprinting clearance.
6. University will instruct Paid Interns in state laws regarding child abuse reporting, sexual harassment, and professional conduct.
7. University supervisors will conduct systematic and regular observations of Paid Interns' performances in the District's classrooms.
8. University supervisors will confer regularly with district-employed mentor/liaison and with the site administration through meetings, telephone calls, and/or e-mail.

UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED MENTOR/LIAISON RESPONSIBILITIES

1. Collaborate to ensure that the Paid Intern receives a minimum of two hours of support/mentoring and supervision every five instructional days.
2. Collaborate to ensure that the Paid Intern receives specific support and supervision in addressing the needs of English Language Learners.
3. Use the list of activities that satisfy CTC support and supervision requirements to assist the Paid Intern in identifying and participating in a broad range of experiences to support his/her growth as a teacher.
4. Assist the Paid Intern in creating networks with faculty, staff, and administrators who

can provide additional support.

PAID INTERN RESPONSIBILITIES

1. Document required hours weekly.
2. Have the required hours verified by both the University Supervisor and District-employed mentor/liaison to ensure that he/she is receiving the required support/mentoring and supervision.

DISTRICT DISCRETION

It is at the sole discretion of the District to hire a University candidate for a Paid Intern position and to terminate the assignment in accordance with District policies and procedures. The District will notify the University of any Review that could result in termination. The University will notify the CTC to withdraw the intern credential of a Paid Intern who is terminated by the District.

LIABILITY INSURANCE

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering Student Teachers, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty Million Dollars ($20,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above described policies be canceled before the expiration thereof, notice will be delivered in accordance with the policy provisions.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall maintain automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles. The required coverage may be provided by way of adequately documented individual or pooled self-insurance.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

District shall maintain workers' compensation coverage applicable to its employees, including Paid Interns.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall

be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this_____date of_____.

_____

School District Designee

_____

Brian Cotham, Director of Procurement and Support Services
California State University's CalStateTEACH

CalStateTEACH | California State University Teacher Preparation Program

California State University's CalStateTEACH Program
Memorandum of Understanding and Agreement to
Provide Student Teacher Placements to University Students

This agreement is between the Cutler-Orosi Joint Unified School District ("District") and the California State University's CalStateTEACH Program ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Student Teaching Program through which University students enrolled in a credentialing program ("Student Teachers") will gain experience in the public school setting.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning June 1, 2026 and ending May 31, 2029, unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Student Teachers with supervised clinical experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential, or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Supervisor will provide the Student Teacher with at least two hours of face-to-face supervision per week for the duration of the student teacher placement. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the Student Teaching Program.
3. The District will maintain complete records and reports on each Student Teacher's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Student Teaching Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts the assignment of a Student Teacher, the District may terminate the student teaching placement for "good cause." "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify the University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion, that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section. District will immediately notify University, if District knows or suspects any professional or ethical or legal violations. University will cooperate with District in any investigation concerning the reported violation.
6. District shall, on any day when a Student Teacher is receiving training at its facilities,

arrange for the Student Teacher to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care, or other health care to any Student Teacher.

7. The District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". The District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. The District to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable governmental directives are modified, changed or updated, the District will take the steps to comply with the modified, changed, or updated guidelines or directives. If at any time the District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify Dr. Nan Barker (Regional Director).

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Student Teacher.
2. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that Student Teachers and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Student Teachers in state laws regarding child abuse reporting, sexual harassment, and professional conduct.
6. University supervisors will conduct systematic and regular observations of Student Teachers' performances in the District's classrooms.
7. University will be responsible for ensuring that Student Teachers have appropriate insurance coverage.

MENTOR TEACHER RESPONSIBILITIES

1. Hold an appropriate California credential (Multiple Subject)
2. Have completed three years of successful teaching experience.
3. Have the English Language Authorization, expertise, and experience working with English learners.
4. Model balanced and comprehensive reading/language arts instruction; effectively teach the state-adopted core curriculum; and model instruction based on the state-adopted academic content standards.
    a. Phonics and structured reading development
    b. Incorporation of California Dyslexia Guidelines
    c. Incorporation of elements of California Comprehensive Plan

5. Participate in mentor teacher training.
6. Allow Field Experience Participants opportunities to work with classroom students.

STUDENT TEACHER RESPONSIBILITIES

1. Provide the District with the following documentation:
    a. a copy of the letter from the University assigning the student to the District.
    b. a background check fingerprint clearance report.
    c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Student Teacher.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as a Student Teacher.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the student teacher program. The discussion, transmission, or narration in any form by Student Teachers of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the student teacher program is forbidden except as a necessary part of the practical student teacher experience. Otherwise, Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the student teacher experience with University, its employees, agents or others.

STATUS OF DISTRICT AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only, and Student Teachers are not considered employees of the District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of the University to provide notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering Student Teachers, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty-Five Million Dollars ($25,000,000) in aggregate throughout the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on

a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Student Teacher or University employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the student teacher placement sites. University shall provide written notice to each Student Teacher regarding the lack of coverage of Workers' Compensation insurance by the District.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.



CalStateTEACH | California State University Teacher Preparation Program

4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this_____date of_____.

_____

School District Designee

_____

Brian Cotham, Director of Procurement and Support Services
California State University's CalStateTEACH

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE OUT OF STATE INNOVATIVE SCHOOLS SUMMIT FOR SPECIAL EDUCATION TEACHER**

ATTACHMENTS: **INNOVATIVE SCHOOLS SUMMIT AGENDA**

FUNDING SOURCE: **LEARNING RECOVERY BLOCK GRANT**

DISCUSSION: The Director of Special Services requests approval for Special Education Teacher Denise Chaney to attend an out-of-state professional development summit focused on current educational practices, student support systems, instructional innovation, and leadership development. Attendance and participation in this summit will provide valuable training and resources to support student achievement and strengthen district programs and services. Costs associated with registration and meals will be funded through applicable district professional development and/or program funds.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Antonio Quintanilla; Director of Special Services*

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the out-of-state travel for Special Education Teacher Denise Chaney to attend the professional development summit.**

PROPOSED ACTION: **APPROVE**

Item #: 6

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Travel and Conference Form

PART A – PRE APPROVAL – MUST BE COMPLETED PRIOR TO SCHEDULING TRAVEL/CONFERENCE

Name: Denise Chaney Date: 5/29/2026

Position: RSP Teacher Site: El Monte

Conference: Innovative Schools Summit

Conference Location: Las Vegas, NV

Dates of Travel/Conference: 7/5/26 (From) 7/10/26 (To) 6 (Days)

Applicant Signature Date: 5/29/2026

Supervisor Signature Date: 5/29/2026

Program Signature Date:

ESTIMATED EXPENSES

Registration Fee:	$ 695.00
Hotel:	$ 0
Meals:	$ 222.00
Transportation (If other than personal car, receipts **must** be attached.)	$ 0
Mileage - (personal car) ____ (Number of miles) X $.70 (Current Rate) =	$ 0
Other:	$
Total Estimated Expenses:	$ 917.00

Funding Source: Must match budget codes listed below.

Fund	Resource	Year	Goal	Function	Object	Site	Local	LCAP	Manager	%
010	74350	0	11100	10000	52000	220	0000	0000	200	100

PART B – STATEMENT OF TRAVEL AND EXPENSE FOR REIMBURSEMENT

Form must be completed and submitted to the Business Office within 30 days after travel/conference.

Original, Itemized Receipts Required

Dates →	Day 1: 7/8	Day 2: 7/9	Day 3: 7/10	Day 4:	Day 5:	Totals
Breakfast *(Max $30/meal AND $74/day + tax and tip)*				x	x	$
Lunch *(Max $30/meal AND $74/day + tax and tip)*				x	x	$
Dinner *(Max $30/meal AND $74/day + tax and tip)*				x	x	$
Hotel	x	x	x	x	x	$
Car Rental	x	x	x	x	x	$
Car Parking	x	x	x	x	x	$
Transportation – personal car *(@ $.70/mile)*	x	x	x	x	x	$
Transportation – other	x	x	x	x	x	$
Registration	x	x	x	x	x	$
Other *(Receipt required with itemized information)*						$

Total Expenses to be Reimbursed to Employee $

By signing below, I hereby certify that each expenditure submitted for reimbursement constitutes actual and necessary expense paid by me. I further certify that there are no alcoholic beverages or snacks included and that all expenditures are in accordance with District Policy and Administrative regulations.

Applicant Signature: _____ Date: _____ Supervisor Signature: _____ Date: _____

Program Signature: _____ Date: _____ Business Signature: _____ Date: _____

Updated January 2025

Professional Learning Request Form

This form is for district employees to request approval to attend professional learning opportunities. Please complete all sections thoroughly to ensure your request can be processed efficiently. Your submission will require approval from your Site Administrator and the Assistant Superintendent of Educational Services. All out-of-state professional learning opportunities must be submitted to the Board for approval. Once approved, complete the Travel and Conference form to encumber funds.

Staff Information

Staff Name: Denise Chaney

Department/School: Special Services - El Monte - RSP

Date of Request: 5/28/2026

Request Details

Purpose of Request (e.g., Conference, Workshop, Course)

This summit is focused on current educational practices, student support systems, instructional innovation, and leadership development. Attendance and participation in this summit will provide valuable training and resources to support student achievement and strengthen district programs and services.

Dates of Activity 7/6/26 to 7/10/2026; she would arrive on 7/5/2026

Location Las Vegas, Nevada

Estimated Cost Breakdown (Registration, Travel, Lodging, etc.)

$97. Registration & Meals

Substitute required No

How will you share your learning upon your return? (e.g., department meeting presentation, PLC session, staff development, create new resources, etc.)

Please see attached document from teacher.

Approval: Site Administrator

Name (Print) Denise Chaney Signature [signature] Date 5/29/2026

Approval: C&I Dept (Asst. Supt. Ed. Services)

Name (Print) Shevonne Swansa Signature [signature] Date 5/29/2026

Why This Summit Matters for Special Education

1. Holistic Interventions for Multi-Categorical Classrooms

Special education classrooms are rarely uniform. On any given day, you may work with a student who is dual-identified (ELL and SPED), a student experiencing severe trauma, and another struggling with foundational dyslexia.

- **The Value:** Instead of attending a single-topic seminar, you can seamlessly pivot between sessions across multiple disciplines. You can gather evidence-based strategies from the **ELL Conference** in the morning and dive into dyslexia or dyscalculia interventions at the **Science of Reading & Math Symposium** in the afternoon.

2. Practical Strategies for Managing High-Needs Behavior

For a special educator, academic success is deeply tied to emotional regulation and a supportive environment.

- **The Value:** The **At-Risk Students Conference** and the **School Climate & Culture Forum** provide actionable, research-backed techniques for de-escalation, supportive discipline, and social-emotional learning (SEL). Learning how to foster a trauma-informed environment directly translates to fewer behavioral disruptions and more instructional time in your classroom.

3. Maximum Return on Investment (ROI) for the District

From an administrative and budgetary standpoint, sending you to this summit is an incredibly cost-effective decision.

- **The Value:** Rather than funding three or four separate professional development days throughout the school year, the "Multiple Conferences for the Price of One" model allows you to bring back a massive repository of cross-functional knowledge to share with your entire department or professional learning community (PLC).

Strategic Breakdown: What You Will Bring Back

Conference Track	Direct Benefit to Your Special Education Role
Science of Reading & Math	Access to heavy-hitting, data-driven interventions to help students with specific learning disabilities (SLD) meet their academic IEP goals.

At-Risk Students	Concrete tools to support students dealing with trauma, chronic absenteeism, or socio-economic barriers that compound their learning differences.
ELL Conference	Proven methodologies to accurately differentiate between a language acquisition barrier and a true learning disability in multilingual students.
School Climate & Culture	Strategies to build an inclusive environment where students with exceptionalities feel safe, valued, and socially integrated with their peers.
Innovative Teaching Strategies	High-engagement tactics, neurodivergent-friendly lesson designs, and assistive technology insights to maximize student focus.

I would like to request approval to attend the Innovative Schools Summit in Las Vegas this July. As a special education teacher, my students' needs cross into multiple areas—behavioral, linguistic, and academic. This event offers 7 conferences under one roof, allowing me to simultaneously gain specialized training in the Science of Reading, English Language Learner support, and behavior management for at-risk students.

By attending, I will add to my toolkit evidence-based interventions as well as engaging interventions that directly align with our students' IEP goals and behavioral intervention plans (BIPs). Furthermore, I plan to bring these resources back to turn-key this training for our entire special education department as well as become a school-wide asset; making this a highly cost-effective investment for our school.



Agenda at a Glance

Here's an overview of what's happening at the event! *(All times Pacific Daylight Time)*

Sessions are subject to change.

Pre-Conference Day 1: July 6, 2026

Morning Pre-Conferences (Optional)
9:00 am - 12:00 pm
*** For Super Bundle ticket holders.*

Lunch On Your Own
12:00 pm - 1:30 pm

Afternoon Pre-Conferences (Optional)
1:30 pm - 4:30 pm
*** For Super Bundle ticket holders.*

Pre-Conference Day 2: July 7, 2026

Morning Pre-Conferences (Optional)
9:00 am - 12:00 pm
*** For Super Bundle or Summit Bundle Ticket Holders*

Lunch On Your Own
12:00 pm - 1:30 pm

Afternoon Pre-Conferences (Optional)
1:30 pm - 4:30 pm

Main Conference: July 8, 2026

- **Welcome/Opening Plenary: Gerry Brooks**
  8:30 am - 9:30 am
- **Keynote: Gerry Brooks**
  10:00 am - 10:55 am
- **ICS Keynote: Dr. Carolyn Stone**
  11:15 am - 12:10 pm
- **Plenary: Dr. John Almarode**
  1:45 pm - 2:45 pm
- **Keynote: Dr. John Almarode**
  3:00 pm - 3:55 pm
- **Plenary: Consuelo Castillo Kickbusch, LTC**
  4:10 pm - 5:10 pm

Main Conference: July 9, 2026

- **Plenary: Barbara Coloroso**
  8:30 am - 9:30 am
- **Keynote: Barbara Coloroso**
  10:00 am - 10:55 am
- **ICS Keynote: Molly Hudgens**
  11:15 am - 12:10 pm
- **Lunch On Your Own**
  12:15 pm - 1:45 pm
- **Plenary: "Stand Tall Steve" Bollar**
  1:45 pm - 2:45 pm
- **Keynote: "Stand Tall Steve" Bollar**
  3:00 pm - 3:55 pm
- **Plenary: Brian Mendler**
  4:10 pm - 5:10 pm

Main Conference: July 10, 2026



Plenary: Horacio Sanchez
8:30 am - 9:30 am

Closing Plenary: Dr. Tommie Mabry
10:00 am - 11:00 am

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **SCOPE OF SERVICES - PROFESSIONAL DEVELOPMENT SESSIONS FOR SCHOOL COUNSELORS**

ATTACHMENTS: **SCOPE OF SERVICES - PROFESSIONAL DEVELOPMENT SESSIONS FOR SCHOOL COUNSELORS**

FUNDING SOURCE: **CHILDEN AND YOUTH BEHAVIORAL HEALTH INITIATIVE**

DISCUSSION: This in-depth professional learning session provides a comprehensive overview of the *California Standards for the School Counseling Profession (CSSCP)* and the *California Continuum for Advancing School Counseling Practice: Defining Standards in Practice (CASCP)* and their application within today's dynamic educational landscape Attendees will consist of Counselors, Psychologists and Educational Socal Workers.. In accordance with the agreement with Healthy Campus, the estimated discounted cost is $8,000.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Antonio Quintanilla; Director of Special Services***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Scope of Services - Professional Development Sessions for School Counselors**

PROPOSED ACTION: **APPROVE**

Item #: 7

The California Associations of School Counselors
www.schoolcounselors-ca.org
449 West Foothill Blvd Suite 517, Glendora, CA 91741

Scope of Services - Professional Development

Independent Contractor: California Association of School Counselors Inc.

Session Title:

Crafting Excellence: Navigating the California Standards for the School Counseling Profession

Logistics:

- Duration: 6.5 hours of in-person training
- Facilitators: Two experienced trainers
- Participants: Up to 75 attendees
- Materials: Each participant receives a copy of the California Standards for the School Counseling Profession handout
- Format: Working in school teams is encouraged
- Cost: ~~$10,000~~ **(Discounted to $ 8,000, per agreement with Healthy Campus)** (Travel and training materials included)

Description:

As districts across California work to strengthen student mental health supports, academic outcomes, and college/career readiness, alignment with state standards and funding structures has never been more critical. This in-depth professional learning session provides a comprehensive overview of the *California Standards for the School Counseling Profession (CSSCP)* and the *California Continuum for Advancing School Counseling Practice: Defining Standards in Practice (CASCP)* and their application within today's dynamic educational landscape. These recently developed state frameworks respond to the evolving academic, social-emotional, and career development needs of California's diverse student population and provide a research-informed, equity centered roadmap for comprehensive school counseling programs.

Our training helps districts and counseling teams align local practices with the CSSCP and CASCP frameworks, strengthening implementation clarity, professional identity, accountability structures, and student-centered outcomes.

The California Associations of School Counselors
www.schoolcounselors-ca.org
449 West Foothill Blvd Suite 517, Glendora, CA 91741

In addition, the session includes a detailed crosswalk of the *California Youth Behavioral Health Initiative (CYBHI) Fee Schedule* billable categories, supporting counselors and administrators in understanding allowable services and documentation considerations.

Designed to be highly engaging, the workshop incorporates interactive activities, case studies, and collaborative discussions to promote reflection, application, and peer learning. Participants will leave with actionable tools and resources to elevate thei r practice and ensure alignment with California's professional standards.

At the end of this session, participants will be able to:

1. Describe the purpose, structure, and key domains of the California Standards for the School Counseling Profession (CSSCP) and explain their relevance to comprehensive school counseling programs.
2. Apply the CSSCP framework to strengthen program design, implementation, and evaluation.
3. Analyze the connection between the CSSCP and the academic, college/career, and social-emotional development needs of California's diverse student population.
4. * Interpret the California Youth Behavioral Health Initiative (CYBHI) Fee Schedule crosswalk and identify billable service categories aligned with school counseling activities.
5. Develop actionable next steps to enhance professional practice and improve service delivery in alignment with state standards and funding guidance.

Promotional Statement: Elevate your practice with *Crafting Excellence: Navigating the California Standards for the School Counseling Profession* This full day workshop is designed for school counselors at every stage of their career, from those just starting out to experienced professionals looking to strengthen alignment with current standards and best practices. Gain a deeper understanding of t he CSSCP and learn how California's newest initiative, the CYBHI Fee Schedule, connects to and supports implementation of the standards. You will leave with practical strategies, tools, and resources you can immediately apply in your work. Join us to refin e your skills, strengthen your impact, and advance toward excellence in school counseling.

*By framing the CSSCP alongside a crosswalk of the CYBHI Fee Schedule, County Offices of Education (COEs) and Local Educational Agencies (LEAs) can better align schoobased behavioral health services with available reimbursement pathways. The crosswalk ma ps common school counseling activities to corresponding billable service categories to support thoughtful planning, coordination, and interdepartmental collaboration. It is intended as a practical reference tool, not an exhaustive guide or Department of He alth Care Services (DHCS)-approved document, and should be adapted to reflect local staffing structures, service delivery models, and professional judgment.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **LICENSE AGREEMENT, "EXTENSION AGREEMENT" WITH THE SAN JOAQUIN COUNTY OFFICE OF EDUCATION - BEYONDSST**

ATTACHMENTS: **LICENSE AGREEMENT, "EXTENSION AGREEMENT" WITH THE SAN JOAQUIN COUNTY OFFICE OF EDUCATION - BEYONDSST**

FUNDING SOURCE: **TITLE I**

DISCUSSION: The License Agreement Extension ("Extension Agreement") will be in effect starting on July 1, 2026, between the Cutler-Orosi Joint Unified School District and the San Joaquin Office of Education and will remain effective until June 30. 2029 for an amount not to exceed $14,306.62 over a three-year period for the use of BeyondSST. The previous agreement between both parties expires on June 30, 2026.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Antonio Quintanilla; Director of Special Services***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the License Agreement for License Agreement, Extension Agreement with the San Joaquin County Office of Education - BeyondSST**

PROPOSED ACTION: **APPROVE**

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16795028.1

SAN JOAQUIN COUNTY OFFICE OF EDUCATION

STUDENT SUCCESS TEAM MANAGEMENT SYSTEM

LICENSE AGREEMENT

EXTENSION AGREEMENT

This License Agreement Extension ("Extension Agreement") is entered into this July 1, 2026, by and between the San Joaquin County Office of Education, a county office of education of the state of California, (hereinafter "Provider") and the Cutler-Orosi School District (hereinafter "Customer"), (collectively hereinafter "Parties"

INTRODUCTION

WHEREAS, the Provider is the operator and owner of a web-based suite of tools, known as the Student Success Team System Management System (hereinafter "BEYOND SST"), for use by schools, school districts and county offices of education in formulating, updating, tracking, storing and reporting on Pupil Records, including, but not limited to, Student Success Team and 504 forms;

WHEREAS, on August 6th, 2016 Provider and Customer entered into that certain document entitled Student Success Team Management System License Agreement ("Agreement") for Customer's use of BEYOND SST;

WHEREAS, the initial term of Agreement expires on June 30, 2026;

WHEREAS, pursuant to Section 4.1 of the Agreement, the Parties desire through this Extension Agreement to extend the term of the Agreement to allow for Customer's continued use of BEYOND SST;

NOW, THEREFORE, Provider and Customer agree that the terms and provisions of the Agreement are hereby amended and supplemented as set forth herein below:

1. The Agreement shall be extended from **July 1, 2026** through **June 30, 2029** ("Additional Term"). In consideration for the license to obtain access to and use BEYOND SST for the Additional Term, Customer agrees to pay Provider the License Fees as specified in Appendix "A" of the Agreement and calculated based on the most recent CBEDS enrollment count reported to the state of California for the Customer and any related entities listed in Appendix "B" of the Agreement, as of the current fiscal year.

Customer shall be invoiced for the Additional Term for the period of **July 1, 2026 – June 30, 2027** in the amount of Four Thousand, Seven Hundred and Sixty-Eight Dollars and Seventy-Five Cents ($4,768.75). Customer shall remit payment to Provider within thirty (30) calendar days of Customer's receipt of the invoice.

Customer shall be invoiced for the Additional Term for the period of **July 1, 2027 – June 30, 2028** in the amount of Four Thousand, Seven Hundred and Sixty-Eight Dollars and Seventy-Five Cents ($4,768.75).. Customer shall remit payment to Provider within thirty (30) calendar days of Customer's receipt of the invoice.

Customer shall be invoiced for the Additional Term for the period of **July 1, 2028 – June 30, 2029** in the amount of Four Thousand, Seven Hundred and Sixty-Eight Dollars and Seventy-Five Cents ($4,768.75). Customer shall remit payment to Provider within thirty (30) calendar days of Customer's receipt of the invoice.

Notwithstanding the modifications or changes detailed above, the remainder of the Agreement remains unmodified and in full force and effect. This Extension Agreement, taken together with the Agreement, represents the new Agreement.

IN WITNESS WHEREOF, the parties have caused their duly authorized representatives to execute this Agreement as of the date first set forth above.

CONTRACTOR/CONSULTANT to Provide Insurance

CONTRACTOR/CONSULTANT shall not commence any work before obtaining and shall maintain in force at all times during the term and performance of this Agreement, to the extent required by law, the policies of insurance specified below.

1. I am aware of the provisions of Section 3700 of the Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of the contract.

2. Comprehensive General Liability Insurance in the amount of $

3. CONTRACTOR/CONSULTANT must provide a certificate of insurance prior to beginning any work under this Agreement ☐ Yes ☐ N/A

4. If student contact shall occur, the Certificate of Insurance must show liability coverage in the amount of $ for Child Abuse, Child Molestation and or Sexual Abuse. No coverage will be accepted without these declarations.

5. By signing this Agreement CONTRACTOR/CONSULTANT confirms that all requirements of the section have been met.

6. The insurance shall name the Superintendent, the County Board of Education, officers or employees as the additional named insured in the policy.

SJCOE Project Manager Fingerprinting Certification:

By signing this agreement, the SJCOE project manager hereby certifies that the **CONTRACTOR/CONSULTANT** for this project will have contact with students as indicated below:

☐ CONTRACTOR/CONSULTANT will have NO contact with students.

☐ CONTRACTOR/CONSULTANT will have contact with students only in the immediate presence of an SJCOE staff member.

☐ CONTRACTOR/CONSULTANT will have unsupervised contact with students. Please complete the Contractor Certification information.

Provider Customer

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16795028.1

SAN JOAQUIN COUNTY OFFICE OF EDUCATION	Cutler-Orosi School District
By:	By:
Name: Johnny Arguelles	Name:
Title: Director, CEDR Systems	Title:
Date:	Date:

APPENDIX "A"

2026 FEE SCHEDULE

ANNUAL LICENSE AND MAINTENANCE FEES:

SST/504	$1.25 per Student Based on CBEDS ADA ($2,500 Min.) *API/SFTP Integration Annual Fee and E-Sign Included Year 1 Setup Fee 25% of ADA ($2,500 Min.) Setup Fee Covers Implementation, Data Load and 4 Training Sessions

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APPENDIX "B"

ALL PARTICIPATING DISTRICTS COVERED UNDER THIS AGREEMENT

TOTAL NUMBER OF DISTRICTS: 1

TOTAL STUDENT COUNT FOR COMBINED DISTRICTS: 3815

ENTITY NAME	STARTING ADA COUNT
CUTLER-OROSI SCHOOL DISTRICT	3815

Initial Below:

Provider: _____

Customer: _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: SJCOE SEIS/SIS INTEGRATION COMPONENTS AND SERVICES CONTRACT AGREEMENT

ATTACHMENTS: SJCOE SEIS/SIS INTEGRATION COMPONENTS AND SERVICES CONTRACT AGREEMENT

FUNDING SOURCE: TITLE I

DISCUSSION: This agreement allows for the continued integration between two different student information systems to improve efficiency in overall communication related to student information. The integration will allow for data to be simultaneously communicated between Aeries, our primary Student Information System (SIS) and SEIS, our Special Education Information System. The ongoing cost of $1.50 per student supported by this integration will be funded by Title I funds. The estimate cost per year is $600.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Antonio Quintanilla, Director of Special Services*

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the contract with SJCOE for SEIS/SIS Integration.**

PROPOSED ACTION: **APPROVE**

Item #: 9

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
CODESTACK
MEMORANDUM OF CONTRACT

July 1, 2026 - June 30, 2029

PROGRAMMING AND MAINTENANCE OF SEIS/SIS INTEGRATION COMPONENTS AND SERVICES

This memorandum of contract constitutes an understanding between the San Joaquin County Office of Education (CODESTACK), a county office of education of the state of California, (SJCOE/ CODESTACK) and the Cutler-Orosi Joint Unified School District (Client), a California school district, concerning design, programming and maintenance of integration components between Special Education Information System (SEIS) and the Client's Student Information System (SIS). Note that any deletions, additions or modifications to this memorandum of contract must be in writing signed by both parties.

1.0 OVERVIEW OF THE PROJECT

1.1 The Client has requested the setup/configuration and support of integration components and services to allow bidirectional data transfer between SEIS and the Client's SIS. SJCOE/ CODESTACK will set up and provide integration services developed using ASP.Net 4.0 to integrate SEIS with Client's SIS. Custom procedures, server jobs, and custom reports will be developed in both systems to facilitate full interoperability and data integrity.

2.0 PROJECT DELIVERABLES

2.1. Programming

SJCOE/ CODESTACK will work closely with the Client in the development stages to set, ascertain and meet milestones as the project is completed. SJCOE/ CODESTACK will program the front-end of the system using Microsoft's Windows Communication Foundation, ASP.Net, and .Net Framework 4.0 to develop the services. For the back-end database SJCOE/ CODESTACK will create SQL Server stored procedures, tables, and SQL Server Integrated Services (SSIS) packages to work with the data merge and updates. The front-end and back-end will be constructed to provide data integrity, efficiency, and scalability.

2.2. Sending Data to SEIS

The SJCOE/ CODESTACK will provide any needed SQL Server scripts or installation packages required to send data prepared by the Client, to SEIS (data must be provided in the structure defined by SJCOE/ CODESTACK). The service will need to be installed on a Windows Server at the Client's location. The service will encrypt and send SEIS the demographic data specified by SJCOE/ CODESTACK. The service will be configured to run on a nightly basis.

As the data is sent via the service, SEIS will update student records based on matching birth date and District ID. All transactions will be logged and to streamline errors all records not added will appear in an exception report with a description of error (i.e. not matching District ID, more than one matching District ID, etc.) Client agrees to send only special education students from SIS to SEIS.

The exception report will be available for district level users on their SEIS home page. Student records on the exception report will have links to quickly search, add, transfer, or delete the student record.

2.3. SEIS Sending Data to SIS

The SJCOE/CODESTACK will provide a nightly extract to the Client to facilitate updating data in the Client SIS. The Client will be responsible to process these updates in the SIS once this file is received.

2.4. Security

Data will be transmitted via REST API be encrypted via TLS if using the client integration application or protected by a client-hosted SFTP server.

2.5. User Acceptance Period

A "User Acceptance Period" will be established for two months following production implementation for the purposes of refinements and additions to the Web Services based on production feedback. Within these two months, feedback will be provided to CODESTACKs by the client and responded to by CODESTACKs within the User Acceptance Period.

3.0 SYSTEM MAINTENANCE

The SEIS data, integrated services, and recurring jobs will be served and hosted on SJCOE/ CODESTACK's secure web and database servers. Maintenance tasks to be undertaken by SJCOE/ CODESTACK during the three-year contract period will include, but not be limited to, the following:

- upgrade and redesign of additions and refinements to the Web Services during the User Acceptance Period as described in section 2.5;
- periodic revisions and additions during the course of the contract period months; and
- on-going debugging and maintenance of the Web Services and interface screens.

4.0 CLIENT RESPONSIBILITIES

Should the Client's SIS reside "On-Premise" or has control over SIS server(s)/database(s) and is not hosted by a 3rd party vendor, the Client will be responsible for:

- Developing required the stored procedure(s)/queries, jobs/processes, and/or SIS packages needed in the SIS database or application for pulling proper data fields and data types required by the integrated service and any jobs related therein.
- Developing the inserts/updates, jobs/processes, SSIS packages, and/or exception rules for handling the data sent from SEIS (Only applicable if the Client is pulling data from SEIS).
- Uptime and maintenance of the Client's Windows Server and hosting any applications/service used in the integrated services.

If the Client's SIS is hosted and maintain by a 3rd party vendor, then it is the Clients responsibility to ensure the 3rd party vendor provides all test files, data, and transfer/authentication credentials.

In either scenario it is always the Client's responsibility to validate the data and ensure the minimal hardware and software requirements are met.

Minimum Hardware Requirements: Xeon 1.4Ghz, 8GB RAM and 18 GB Hard Drive Space.

Minimum Software Requirements: Windows 2016, and .Net Framework 4.7. Or compatible client-hosted SFTP server

5.0 TERMS OF THE CONTRACT

The Client agrees to pay the SJCOE/ CODESTACK annual maintenance fees of $2.00 (two dollars), per student based on the Eligible and Pending Student Count in SEIS. The Client's first annual maintenance fee will be 896.00 (eight hundred and ninety-six dollars) based on the count of 448. SJCOE/ CODESTACK will invoice the district for this first annual maintenance fee upon completion of the User Acceptance Period defined in section 2.5.

Note: Subsequent annual fees will be assessed and billed to the district every 12 months during the Term of this contract following the System Launch Date calculated using the most recent Census Day Student Count.

Note: Anything above the standard Integration Services will have a minimum fee of $1,000 (one thousand dollars).

6.0 TERM AND TERMINATION

This Contract shall be in effect between the SJCOE/ CODESTACK and the Client beginning with the Effective Date and terminating 36 months from the implementation of production ready software (System Launch Date).

Assuming timely provision of required information and required reviews and approvals as deliverables are developed, all work required to provide tested, production ready software shall be completed no later than 60 days after the signing of this Contract. The User

Acceptance Period will begin upon delivery and implementation of production ready software.

Either SJCOE/ CODESTACK or Customer may terminate this Contract upon at least thirty (30) days prior written notice to the other party, with such termination to be effective at the end of the current period for which Customer has paid annual fees when the notice of termination is provided. Within thirty (30) days of the effective date of termination of this Contract, SJCOE/ CODESTACK shall return Customer Data to Customer in an ASCII delimited file format or such other mutually agreeable format.

The provisions under which this Contract may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

7.0 PROTECTION OF PRIVATE CUSTOMER DATA

7.1 Customer and Provider recognize that some Customer Data in the SELPA and are confidential pursuant to relevant federal and state law, including but not limited to 20 USC section 1232(g) and Education Code sections 49060, et seq. Both Customer and Provider certify they will each abide by all applicable state and federal laws concerning Pupil Records.

7.2 Customer shall inform each Authorized User of the need to protect Customer Data containing Pupil Records. Customer agrees not to disclose or make available to any unauthorized third party any Pupil Records to which Customer's Authorized Users are granted access pursuant to this Agreement.

7.3 To further protect Customer Data, Customer agrees to restrict access to SEIS to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to SEIS Integration, of the obligations of Customer under this Agreement, and will require each Authorized User to maintain those obligations as set forth below:

- Customer's Authorized Users are prohibited from accessing or using SEIS for any purpose other than to serve the SELPA in connection with this Agreement. If an Authorized User uses SEIS for any unauthorized purpose, the use shall be deemed a breach of this Agreement.
- SEIS and all supporting documentation shall remain the property of the Provider, excluding Customer Data, which includes Pupil Records, provided by Customer.

7.4 Any failure by an Authorized User to protect Pupil Records shall be deemed a breach of this Agreement.

7.5 All Customer Data, including Pupil Records, shall remain the property of Customer.

7.6 Security and Confidentiality of Pupil Records. Provider will do the following to ensure the security and confidentiality of Pupil Records:

a) Designate an employee responsible for the training and compliance of all Provider employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.
b) Provider will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect Customer Data from any and all unauthorized access and disclosures.
c) Provider has designated an individual responsible for training Provider employees, agents and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.
d) Provider shall not disclose Pupil Records, except as specified under the terms of this Agreement or as required by law.
e) Provider shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used Pupil Records received from or on behalf of Customer and/or Pupils.
f) Provider warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by Provider, if any, to execute the terms of this Agreement.
g) Provider warrants that all Pupil Records will be encrypted in transmission and storage.
h) Provider will use appropriate and reliable storage media, which shall include weekly backup of all input provided by Customer and offsite storage of backup material for a 30-day period.

7.7 Unauthorized Disclosure Notifications. In the event of an unauthorized disclosure of Pupil Records, the following process will be followed:

a) Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, Customer and Provider agree to notify the other Party, fully investigate the incident and fully cooperate with the other Party's investigation of the incident, implement remedial measures and respond in a timely manner.
    a. Parent or Adult Pupil will be immediately notified of:
        i. The nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);
        ii. The specific Pupil Records that were used or disclosed without authorization;
        iii. What Provider and Customer have done or will do to mitigate any effects of the unauthorized use or disclosure; and
        iv. What corrective action Provider and Customer have taken or will take to prevent future occurrences.

b) Except as otherwise required by law, Provider will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from Customer.

7.8 Compliance with Applicable Laws. Customer Data, includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g). Provider recognizes that as a county office of education and public entity, Provider is considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting and services provided to Customer through this Agreement. The Parties agree that the services provided to Customer through this Agreement serve a "legitimate educational interest," as defined and used in FERPA and its implementing regulations. The Parties agree to jointly ensure compliance with FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. The Parties shall comply with the following process for compliance with FERPA and California law:

a) Provider and Customer warrant that they are familiar with the confidentiality, security and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. and have designated an individual responsible for ensuring compliance therewith.
b) Provider and Customer shall abide by the disclosure, security, breach notification, retention/destruction and use provisions contained in this Agreement and as required by law.
c) By the signature of its authorized representative or agent below, Provider hereby acknowledges that Customer has provided notice under Education Code section 49075(a) and 34 C.F.R. section 99.33(d) that Provider is strictly prohibited from disclosing Pupil Records from Customer to any third party without the prior written consent and direction to authorize -disclosure by Customer.

7.9 Within thirty (30) days of the Effective Date of termination of this Agreement, or within thirty (30) days from completion of this Agreement, Provider warrants that it will securely transmit all Customer Data, including Pupil Records, to Customer in ASCII delimited file format or other mutually agreed format, without retaining any copies of Customer Data. In the alternative, and subject to a written request from Customer, Provider will securely destroy all Customer Data, including Pupil Records, upon termination of this Agreement. Provider will then provide verification to Customer that the Customer Data not otherwise returned to Customer was destroyed subject to Customer's written request, the date of destruction and the method of destruction.

8.0 WARRANTY DISCLAIMER

SJCOE/CODESTACK MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING, BUT NOT LIMITED TO, THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. SJCOE/CODESTACK ASSUMES

NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES OR DATA MADE AVAILABLE BY SJCOE/CODESTACK. CLIENT AGREES THAT SJCOE/CODESTACK SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS CONTRACT, EVEN IF CLIENT HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.

9.0 APPLICABLE LAWS

This Contract is subject to all applicable laws of the State of California, rules and regulations of the State Board of Education, and all applicable federal laws, all of which are made part of this Contract and incorporated herein as if fully set forth. It is also subject to any amendments in such laws during the term of this Contract. Should it be determined by a Court of competent jurisdiction that this contract of any portion of it is illegal or invalid, the contract shall be deemed terminated and both parties relieved of their obligations hereunder except the obligation of Client to pay for work already completed.

10.0 INDEPENDENT CONTRACTOR STATUS

This Contract is between two independent contracts and is not intended to and shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture or association.

11.0 INDEMNIFICATION

SJCOE/ CODESTACK agrees to indemnify, defend and hold harmless the Client for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence of SJCOE/ CODESTACK.

The Client agrees to indemnify, defend and hold harmless SJCOE/ CODESTACK for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence or the Client.

CONTRACTOR/CONSULTANT to Provide Insurance

CONTRACTOR/CONSULTANT shall not commence any work before obtaining and shall maintain in force at all times during the term and performance of this Agreement, to the extent required by law, the policies of insurance specified below.

1. I am aware of the provisions of Section 3700 of the Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of the contract.

2. Comprehensive General Liability Insurance in the amount of $

3. Cyber Liability Insurance.

4. CONTRACTOR/CONSULTANT must provide a certificate of insurance prior to beginning any work under this Agreement ☐ Yes ☐ N/A

5. If student contact shall occur, the Certificate of Insurance must show liability coverage in the amount of $ N/A for Child Abuse, Child Molestation and or Sexual Abuse. No coverage will be accepted without these declarations.

6. By signing this Agreement CONTRACTOR/CONSULTANT confirms that all requirements of the section have been met.

7. The insurance shall name the Cutler-Orosi Joint Unified School District as the additional named insured in the policy.

SJCOE Project Manager Fingerprinting Certification:

By signing this agreement, the SJCOE project manager hereby certifies that the **CONTRACTOR/CONSULTANT** for this project will have contact with students as indicated below:

X CONTRACTOR/CONSULTANT will have NO contact with students.

☐ CONTRACTOR/CONSULTANT will have contact with students only in the immediate presence of an SJCOE staff member.

☐ CONTRACTOR/CONSULTANT will have unsupervised contact with students. Please complete the Contractor Certification information.

IN WITNESS WHEREOF, the parties have caused their duly authorized representatives to execute this Agreement as of the date first set forth above.

Johnny Arguelles, Division Director
CodeStack
San Joaquin County Office of Education

Date

Authorized Signer
Cutler-Orosi Joint Unified School District

Date

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: APPROVE COMMITTEE FOR CHILDREN QUOTE

ATTACHMENTS: 2026-2027 COMMITTEE FOR CHILDREN QUOTE

FUNDING SOURCE: STRONGER CONNECTIONS GRANT (SCG)

DISCUSSION: Attached for Board approval is a quote from the Committee for Children. The agreement is for an annual K-8 Second Step subscription. Second Step K–8 is a research-based, CASEL-SELect universal Social-Emotional Learning (SEL) curriculum designed to improve school climate, promote safety, and maximize academic readiness by explicitly teaching students behavioral and emotional skills. The program provides educators with age-appropriate, structured lessons focused on Skills for Learning, Empathy, Emotion Management, and Problem-Solving in grades K–5, transitioning to Mindsets, Bullying Prevention, and Relationship Management in grades 6–8. The agreement costs a total of $12,796.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Laura Gonzalez, Director of Grants and Program Development*

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the quote from Committee for Children.**

PROPOSED ACTION: **APPROVE**

Item #: 10

Committee for Children®

1085 Andover Park East
Tukwila, WA 98188 USA
800-634-4449 FAX: 206-343-1445
orders@cfchildren.org

Quote

Quote #	5073301
Quote Date	1/14/2026
Quote Expiration Date	6/30/2026
Customer ID	10104450

Bill To	Ship To
Cutler Orosi Unified SD 12623 Avenue 416 Orosi CA 93647 United States	Linda Montemayor Cutler Orosi Unified SD 12623 Avenue 416 Orosi CA 93647 United States

Requested By	Ship To	Setup Admin	Entered By
	Linda Montemayor	Name: Linda Montemayor Email: limontemayor@cojusd.org	Regina Gettig

Item	Description	Contract Line	Start Date	End Date	Qty	Rate	Amount
910000	Second Step Program	25628 - 910000 Second Step Program 7/31/2026	8/1/2026	7/31/2027	3	$3,199.00	$9,597.00
Renewing Sites 215386 - Cutler Elementary School, 217946 - Golden Valley Elem School, 217947 - Palm Elementary School							
910000	Second Step Program	25629 - 910000 Second Step Program 7/31/2026	8/1/2026	7/31/2027	1	$3,199.00	$3,199.00
Renewing Sites 24168 - El Monte Middle School							

Shipping Method: UPS Ground (UPS)

Your Second Step program License purchase is governed by the applicable License Agreement at:
https://secondstep.org/license-agreements

Expiration Date: 6/30/2026

Committee for Children®

1085 Andover Park East
Tukwila, WA 98188 USA
800-634-4449 FAX: 206-343-1445
orders@cfchildren.org

Quote

Quote #	5073301
Quote Date	1/14/2026
Quote Expiration Date	6/30/2026
Customer ID	10104450

Total Before Discount	$12,796.00
Shipping & Handling	$0.00
Sales Tax	$0.00
TOTAL	$12,796.00

Please remit in US Funds.

Make check payable to: Committee for Children

***Sales tax rates are based on the ship to address. All rates are estimates until shipped. If tax was included in this quote and your organization is state sales tax exempt, email your state sales tax exemption ID and certificate to orders@cfchildren.org.**

For PO based purchases, standard payment terms are net 30 days from the invoice date, unless otherwise stated; payment is expected within these terms regardless of service start date.

Shipping Method: UPS Ground (UPS)

Your Second Step program License purchase is governed by the applicable License Agreement at:
https://secondstep.org/license-agreements

Expiration Date: 6/30/2026

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: APPROVE SCHOOL-CONNECT QUOTE

ATTACHMENTS: 2026-2027 SCHOOL-CONNECT QUOTE

FUNDING SOURCE: STRONGER CONNECTIONS GRANT (SCG)

DISCUSSION: Attached for Board approval is a quote from School-Connect. The agreement is for an annual 9-12 School-Connect subscription. School-Connect is an evidence-based, CASEL-approved Social-Emotional Learning (SEL) curriculum specifically designed for the developmental needs of secondary students (grades 6–12). The program equips adolescents with critical life competencies through flexible, 25-minute multimedia lessons focusing on academic motivation, relationship building, conflict resolution, mental well-being, and digital citizenship. The agreement costs a total of $4,500.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Laura Gonzalez, Director of Grants & Program Development.*

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the School-Connect Quote.**

PROPOSED ACTION: **APPROVE**

Item #: 11

School-Connect
Optimizing the School Experience

QUOTE

6010 W. Spring Creek Parkway, Plano, TX 75024
Phone: 469-500-6813 • Email: info@school-connect.net

Quote Date	4/20/2026	Expiration Date	10/30/2026
Quote Number	09027		
Bill To Name	Cutler-Orosi JUSD	Contact Name	Linda Montemayor
Bill To	12623 Ave 416 Orosi, CA 93647 United States	Email	limontemayor@cojusd.org

Product Code	Product	Line Item Description	Quantity	Sales Price	Total Price
SCP-SC4-T2-1Y	School-Connect 4.0 - 1-SY School License - <50 Educators	Expires on 6/30/2027	1.00	$4,500.00	$4,500.00

Grand Total $4,500.00

School-Connect license includes…
Curriculum
- Modules 1-12 lessons & boosters
- Printable lesson plans and handouts
- School-Connect Brain Science

Educator Supports
- Teacher resource guides & videos
- Targeted intervention guides
- Accommodations guides for IEPs & Absent Students
- Parent & family handouts
- Full suite of assessments
- Canvas Shell for School-Connect curriculum

Teacher Self-Care series

For school licenses only (not individual licenses):
- Live start-up consultation for subscription managers

Created By	Mary Carey	Created Date	4/20/2026

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY AGREEMENT WITH RIVERSIDE INSIGHTS**

ATTACHMENTS: **2026-2027 AGREEMENT WITH RIVERSIDE INSIGHTS (DESSA)**

FUNDING SOURCE: **STRONGER CONNECTIONS GRANT (SCG)**

DISCUSSION: Attached for Board Ratification is a service agreement with Riverside Insights. The DESSA is a social-emotional learning (SEL) universal screener that COJUSD has used districtwide for students in grades K-12 and administered twice annually by teachers. Assessment data is used to identify students in need of additional SEL support and to guide placement into Tier 2 small group interventions. In addition to DESSA, the district has access to SEL Strategies and interventions, including growth strategies. The total cost of the agreement is $34,133.40.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Laura Gonzalez, Director of Grants & Program Development.***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board ratify the Riverside Insights service agreement.**

PROPOSED ACTION: **RATIFY**

Item #: 12

Riverside Insights

SALES QUOTE

Sales Quote Number: QH51009

Do Not Pay from Quote

- please submit this Quote with your Purchase Order or email statement to purchase with credit card

Bill To:
12623 Avenue 416
Orosi, United States, CA, 93647-2017
Ship To:

, , ,

Quote Information:

Title: R - CA - Cutler Orosi Joint USD - Classroom - DESSA2_copy

Order Contact: Yolanda Valdez
Organization: Cutler Orosi Joint USD

Valid To	Aug 12, 2026
Customer Number:	331378
Quote Amount:	$34,133.40
Incoterms:	
Payment Terms:	Within 30 days Due net

We assume no responsibility for safe delivery of shipments by mail unless insured. All claims for allowance for shortages, etc. must be made immediately upon receipt of goods and invoice.
For additional information or questions, please contact:
Haley Robinson
hrobinson@riversideinsights.com
Riverside Insights Federal ID#: 83-1794965

Year 1

QUOTE DETAILS - unit net price may be rounded

Material No	Description	Start Date	End Date	QTY	Price Per Unit	Extended Net Price	List Price	List
2002310	DESSA System Educator Portal (DESSA Second Step Elementary School Edition Assessments, DESSA Strategies and Interventions, Data-Driven Recommendations, DESSA System Implementation Training, EdSERT)	Aug 12, 2026	Aug 11, 2027	1,589	$9.45	$15,016.05	$16,684.50	$10.50
2002311	DESSA System Educator Portal (DESSA Second Step Middle School Edition Assessments, DESSA Strategies and Interventions, Data-Driven Recommendations, DESSA System Implementation Training, EdSERT), DESSA Student Portal (DESSA Second Step Middle School Edition Student Self-Report)	Aug 12, 2026	Aug 11, 2027	839	$9.45	$7,928.55	$8,809.50	$10.50
2002308	DESSA System 9-12 : DESSA System Educator Portal (DESSA Screeners and Assessments, DESSA Strategies and Interventions, Data-Driven Recommendations, DESSA System Implementation Training, EdSERT), DESSA Student Portal (DESSA Student Self-Report Assessments and DESSA SEIR)	Aug 12, 2026	Aug 11, 2027	1,184	$9.45	$11,188.80	$12,432.00	$10.50
							Sub Total	$37,926.00
							Discount	$3,792.60
							Quote Amount	**$34,133.40**

Total Net Price	**$34,133.40**

Contact Customer Service:
Riverside Insights
One Pierce Place, Suite 900W
Itasca, IL 60143
Phone: 800-323-9540 inquiry@service.riversideinsights.com

To place an order:
send via email to: orders@service.riversideinsights.com

Subject to Riverside Insights' standard Terms and Conditions at: www.riversideinsights.com
Add Sales Tax to your PO if Applicable.
Thank you for choosing Riverside Insights™. We share your commitment to helping individuals elevate their learning potential.
Additionally, to find the detailed Terms and Conditions, please visit the following link: https://riversideinsights.com/policies

Cutler Orosi Joint USD	
Name	Yolanda Valdez
Title	Superintendent
Signature	
Date	May 26, 2026 11:31:23 PM UTC-0700

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVAL OF EDUCATIONAL RESOURCE CONSULTANTS SERVICE AGREEMENT 2026-2027**

ATTACHMENTS: **EDUCATIONAL RESOURCE CONSULTANTS SERVICE AGREEMENT 2026-2027**

FUNDING SOURCE: **CA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP)**

DISCUSSION: Attached for Board approval is a service agreement with Educational Resource Consultants (ERC). ERC will deliver comprehensive Post-Award Services (PAS) to seven schools under Cutler-Orosi Joint Unified's California Community Schools Partnership Program (CCSPP) Implementation Grant. These services will support program development, continuous improvement, and strategic consultation with the CCSPP leadership team. PAS will also streamline monitoring, simplify reporting, and document grant impact to enhance future funding opportunities.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Laura Gonzalez, Director of Grants and Program Development***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the ERC Service Agreement.**

PROPOSED ACTION: **APPROVE**

April 17, 2026

Service Agreement
California Community Schools Partnership Program (CCSPP)
Cohort 2 Post-Award Services (Year 4)
2026-2027

To assist in the planning and development of exemplary and sustainable community schools, ERC will provide comprehensive Post-Award Services (PAS) at 7 schools for Cutler-Orosi Joint Unified's California Community Schools Partnership Program (CCSPP) Implementation Grant. ERC will provide ongoing consultation with the CCSPP leadership team to support program development and continuous program improvement. Post-Award Services streamline program monitoring, ease the burden of reporting, and document the grant impact to support future external funding.

Post-Award Services are described in the attached scope of work.

Contract Period
The period of this contract is from board approval through June 30, 2027.

Fee

CCSPP Post-Award Services	**Cohort 2** (7 Schools)	**$70,000**

ERC will submit 10 monthly invoices ($7,000 each) for *Cohort 2 Post-Award Services* beginning on September 1, 2026, and ending on June 1, 2027. Payment should be made to *Educational Resource Consultants*.

Steve Price 04/17/2026
Steve Price Date
ERC

Superintendent or Designee Date
Cutler-Orosi Joint Unified School District

Scope of Work

1. **Implementation Support**
    a. Provide an online Client Portal to facilitate PAS support team communication and guide the district point of contact in completing the tasks required to fulfill CCSPP Annual Performance Reports (APRs) and other deliverables helpful in determining the fidelity of implementation, progress to date, and improvement areas (e.g., Capacity Building Strategies Development Rubric, Whole Child and Family Supports Inventory, survey tools).
    b. Provide an LEA and Site-level Reporting Rubric that outlines all key tasks, milestones, and end dates for meeting CDE's Implementation Grant Annual Performance Report and Narrative requirements.
    c. Conduct periodic meetings with the LEA and Site-level CCSPP staff to review the Reporting Rubric, ensure adequate progress in completing all key tasks required to develop high-quality LEA and Site-Level APRs and Narratives, and discuss strategies for improving CCSPP implementation.

2. **Reporting and Evaluation**
    a. Guide the LEA and its schools in selecting, compiling, and curating community school artifacts (as defined by S-TAC/CDE) throughout the year that will contribute to developing and submitting high-quality LEA and Site-Level APRs and narratives.
    b. Support the LEA and each community school in determining its current phase of implementation (i.e., Visioning, Engaging, Transforming) by (i) providing an online tool that assists each school's Community School Advisory Council in annually completing the Capacity Building Strategies Development Rubric, (ii) analyzing the completed Capacity Building Strategies Development Rubric, and (iii) providing recommendation on ways to improve the fidelity of implementation.
    c. Provide the LEA with a status report highlighting meaningful data and outcomes of the community schools initiative throughout the district.
    d. Support each school's Community School Advisory Council in annually completing the Whole Child and Family Supports Inventory, analyzing results, and recommending ways to improve.
    e. Support in the annual revision of each school's Needs and Assets Assessment by compiling the perspectives and input of each school's Community School Advisory Council and other key interest-holders and educational partners.
    f. Support the completion and submission of the LEA and Site-level APRs and narrative to document the overall progress of the LEA's community schools in achieving the goals and target performance outcomes.
    g. Support the development or revision of each school's Implementation Plan and Sustainability Plan.
    h. Support with Annual Expenditure reports and budget revisions, as requested.

3. **Scale and Sustainability**
    a. Provide the LEA with an annual Community Schools Grant Prospecting Report that outlines major upcoming grant funding opportunities that align with the LEA's CCSPP Implementation Plans.
    b. Provide the LEA with new funding sources to be braided with the CCSPP Implementation Grant to sustain and scale CCSPP-funded efforts.
    c. Guide the LEA and its community schools on identifying and articulating successes and best practices that can be replicated and sustained.

Schools- Cohort 2

Cutler Elementary School
El Monte Middle School
Esperanza High School
Golden Valley Elementary School
Lovell High School
Orosi High School
Palm Elementary School

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: RATIFY PARENTSQUARE SERVICE AGREEMENT

ATTACHMENTS: PARENTSQUARE AGREEMENT

FUNDING SOURCE: STRONGER CONNECTIONS GRANT (SCG)

DISCUSSION: Attached for Board ratification is a service agreement from ParentSquare. This platform will help the district meet its communication needs with parents and the community. The total cost of services is $25,298.00

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Laura Gonzalez, Director of Grants and Program Development*

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board ratify the ParentSquare service agreement.**

PROPOSED ACTION: **RATIFY**

Item #: 14

ParentSquare

May 13, 2026
Laurel Weeks,
laurel.weeks@parentsquare.com

Dear Yolanda Valdez,

Thank you for choosing ParentSquare. We appreciate the opportunity to provide you with your customized proposal.

Regards,
Laurel Weeks

Quote Date: May 13, 2026 Quote No: Q-11404-R2 Contract Start Date: May 1, 2026
Quote Valid Until: May 28, 2026 Contract End Date: Jun 30, 2027

Cutler-Orosi Joint Unified, CA - 0610350
12623 Ave. 416
Orosi, CA 93647

ParentSquare

2026 school year

ParentSquare Pricing Details

Product Name	Start Date	End Date	Term	Price/Unit	Quantity	Net Price
District Onboarding	May 1, 2026	Jul 31, 2026	One Time Fee	$1,946	1	$1,946
Engage Premium 2026 - Free Proration	May 1, 2026	Jun 30, 2026	2 Month(s)	$0	1	0
					Total Price	**$1,946**

2027 school year

ParentSquare Pricing Details

Product Name	Start Date	End Date	Term	Price/Unit	Quantity	Net Price
Engage Premium 2026	Jul 1, 2026	Jun 30, 2027	12 Month(s)	$6.5	3,892	$25,298
					Total Price	**$25,298**

Purchase Terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and the ParentSquare School Agreement (the "School Agreement") located at https://www.parentsquare.com/agreement/, which is incorporated by reference into this Order Form. Unless otherwise stated in this Order Form, all terms defined in the School Agreement shall have the same meaning in this Order Form. If there is an inconsistency or conflict between the terms and conditions of this Order Form and the School Agreement, the terms of

ParentSquare

this Order Form shall control with respect to the subject matter of this Order Form.

By executing this Order Form, the undersigned certifies that the undersigned is a duly authorized agent of the District/School.

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

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

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

ParentSquare

ParentSquare	
Name	Kelli Baker
Title	Sales Leadership
Signature	Signed by: Kelli Baker Sales Leadership
Date	May 12, 2026 9:38:50 PM UTC-0500

Cutler-Orosi Joint Unified, CA - 0610350	
Name	Sunsie Tumacder
Title	Assistant Superintendent of Administrative Services
Signature	
Date	May 12, 2026 3:08:47 PM UTC-0700

Quote Date: May 13, 2026 Quote No: Q-11404-R2 Contract Start Date: May 1, 2026
Quote Valid Until: May 28, 2026 Contract End Date: Jun 30, 2027

Cutler-Orosi Joint Unified, CA - 0610350
12623 Ave. 416
Orosi, CA 93647

ParentSquare

Engage Premium 2025

Universal Reach

- One-way notifications and urgent alerts
- Automated notices and attendance notifications
- Social and website sharing
- Student communication app (StudentSquare)

True Two-Way

- Two-way SMS texting
- Two-way app and web messaging
- Two-way email replies
- Automatic language translation

Enhanced Engagement

- Newsletter designer (Studio Editor)
- Appointment invitations and RSVPs
- Volunteering and signups
- Searchable directory

Admin Intelligence

- Data analytics and reporting
- 100% contactability tools
- Direct SIS integrations
- Custom roles and permissions

Paperless Workflows

- Online forms and surveys
- Digital permission slips and signatures
- Secure document delivery
- Public community groups

Quote Date: May 13, 2026 Quote No: Q-11404-R2 Contract Start Date: May 1, 2026
Quote Valid Until: May 28, 2026 Contract End Date: Jun 30, 2027

Cutler-Orosi Joint Unified, CA - 0610350
12623 Ave. 416
Orosi, CA 93647

ParentSquare

District Onboarding

- Coordination between ParentSquare Implementation Team and Points of Contact
- Creation & configuration of the ParentSquare site
- Data migration and review of Staff, Student, Parent and Roster data
- Digital training opportunities including recurring webinars, digital training modules, and videos
- Access to "Resource Kit" and Best Practice materials to support Launch
- Ongoing help and support for Admins via email, chat, and voice

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **RATIFY UNIVERSITY OF CALIFORNIA, MERCED (UC MERCED) MEMORANDUM OF UNDERSTANDING (MOU) FOR UPWARD BOUND MATH AND SCIENCE (UBMS)**

ATTACHMENTS: **MOU**

FUNDING SOURCE: **NONE**

DISCUSSION: The Director of College and Career requests ratification of the MOU by and between Cutler-Orosi Joint Unified School District (COJUSD) and UC Merced Center for Educational Partnerships (CEP) for the continuation and implementation of services by the Upward Bound Math and Science (UBMS) Program to improve and align educational systems and coordination of resources that can positively impact student achievement, college preparation, and guide continuous improvements to post-secondary education preparation with targeted student support activities, resources and services for the 2026-2027 academic school year.

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

RECOMMENDATION: **The Superintendent recommends the Board ratify the UC Merced MOU for UBMS.**

PROPOSED ACTION: **APPROVE**

Item #: 15

Docusign Envelope ID: 93FD7A4E-6AB3-8BF1-8281-4F571B3786EF

Memorandum of Understanding
By and Between
The Regents of the University of California
&
Culter-Orosi Joint Unified School District

To: Culter-Orosi Joint Unified School District

From: University of California, Merced, Center for Educational Partnerships (CEP)

Re: Implementation of the Upward Bound Math & Science Program Partnership (UBMS) at Culter Orosi Joint Unified School District schools: Orosi High School

The Regents of the University of California, on behalf of its Merced Campus (hereinafter "University"), Center for Educational Partnerships (hereinafter "CEP"), Upward Bound Math & Science Partnership (hereinafter "UBMS"), and Culter- Orosi Joint Unified School District (hereinafter "District" or "COJUSD") are committed to ensuring all students graduate having the greatest number of postsecondary choices from the widest array of options.

The UBMS aims to provide the District with the following services and activities for the period of July 1, 2026- June 30, 2027 (contingent upon funding):

1. UBMS will provide eligible students with the following on-site, virtual, or hybrid, UBMS services, activities, and information:

   - Academic advising and development of a four-year Individualized Academic Plan (IAP) for postsecondary preparation and admission;
   - Secondary school course selection;
   - Preparation for postsecondary entrance examinations and admission applications;
   - Federal student financial aid programs and scholarships; and assistance in completing the Free Application for Federal Student Aid (FAFSA) and CA Dream Act Application (CADA);
   - Postsecondary matriculation;
   - Access to educational or counseling services designed to improve the financial and economic literacy of students, including financial planning for postsecondary; and
   - Math Academies that accelerate students' math readiness to meet and exceed the A-G Subject requirements.

Docusign Envelope ID: 93FD7A4E-6AB3-8BF1-8281-4F571B3786EF

2. UBMS will assume sole responsibility for the implementation, administration, financial management, and mission of all documents and reports mandated by the University of California, Merced and U.S Department of Education.

3. UBMS will assume sole responsibility for the hiring, training, and supervision of all UBMS staff.

4. UBMS will assume sole responsibility for the supervision of UBMS participants during any program sponsored activities and events held on-site, afterschool, off-campus, virtually, or via a hybrid model.

5. UBMS will obtain signed release forms from all UBMS participants and their parents granting UBMS staff permission to access Elementary school and/or middle school grade reports and transcripts.

6. UBMS will ensure, with approval through the University of California's procedures and protocols for all staff and volunteers, all staff working with the District have cleared a Criminal Background Check and have successfully completed the University of California Child Protection/Mandated Reporter Training. In addition, all staff will complete the onboarding requirements of the District prior to the school year or before working at school sites.

In return, District agrees to commit the following collaboration and support of the UBMS:

1. District agrees to designate an administrator or faculty member to serve as the official liaison for UBMS staff in the identification, recruitment, and referral of eligible students for possible selection as UBMS participants.

2. District agrees to assign and or identify a College or Grade Counselor and teacher(s) to assist in the implementation of UBMS program objectives, with the appropriate compensation and or release time.

3. District agrees to have school site representation at UBMS partnership , parent meetings UBMS, and scheduled school in-service training conducted by UBMS staff.

4. District agrees to have school site representation of certificated or classified staff at UBMS activities held on-site, afterschool, off-campus, virtually, or via a hybrid model.

5. District agrees to provide transportation for all UBMS offsite services, activities, and events aligned to district goals and initiatives preapproved by the Superintendent or designee.

6. District agrees to UBMS staff access to UBMS participants to provide services and activities throughout the school day; on-site, afterschool, off-campus, virtually, or via a hybrid model, on mutually agreed upon times (homeroom, electives, and/or rotating periods every six weeks, etc.).

Docusign Envelope ID: 93FD7A4E-6AB3-8BF1-8281-4F571B3786EF

7. District agrees to provide UBMS staff with designated meeting space (library, counseling office, resource room, vacant classroom, etc.) that meets COVID-19 safety protocols per county/state guidelines or access the district's online platform to meet virtually with UBMS participants.

8. District agrees to issue a district email to UBMS staff and provide access to district networks for printing capabilities and reliable internet to effectively communicate with UBMS participants, District, and School administrators and faculty.

9. District agrees to provide UBMS staff with copies of the grade reports and final semester transcripts of all UBMS participants (requires signed memorandum of understanding or parent authorization form).

10. District agrees to train and provide UBMS staff access to the Student Information System (i.e., Aeries, Tandem, PowerSchool, Illuminate).

11. District agrees to provide UBMS staff access to UBMS participants' standardized test score results for College Board Assessments (PSAT, SAT, AP), the ACT, the California Assessment of Student Performance and Progress (CAASPP), the Transcript Evaluation Service (TES) (if applicable), California Student Aid Commission (CSAC) reports, and California Colleges Guidance Initiative (CCGI) reports (if applicable).

12. District agrees to subscribe to the National Student Clearinghouse database and provide UBMS staff access to student enrollment data upon request.

13. District agrees to allow the UBMS to administer a senior survey to the entire 12th-grade class for students to self-report their IHE application, financial aid, and enrollment status.

14. Data and Copyright
    The Parties shall exchange personally identifiable student information according to the terms of the existing MOU signed be the parties which complies with the Family Educational Rights and Privacy Act of 1974 ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and the Privacy of Pupil Records provisions of the California Education Code (§ 49073 et seq.).
    The University shall own, solely and exclusively, the copyright and all copyright rights to any written or otherwise copyrightable material delivered under this agreement.

15. FINGERPRINTING/CRIMINAL BACKGROUND INVERSTIGATION CERTIFICATION:
    UNIVERSITY Staff shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1.

    UNIVERSITY further agrees and acknowledges that if at any time during the Term of this Agreement UNIVERSITY learns or becomes aware of additional information which differs in any way from the representations set forth above, UNIVERSITY shall immediately notify DISTRICT and prohibit any new personnel from having any contact with DISTRICT students until the

Docusign Envelope ID: 93FD7A4E-6AB3-8BF1-8281-4F571B3786EF

fingerprinting and background check requirements have been satisfied and DISTRICT determines whether any contact is permissible.

16. TUBERCULOSIS CERTIFICATION

UNIVERSITY and DISTRICT shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406.

UNIVERSITY further agrees and acknowledges that if at any time during the Term of this Agreement UNIVERSITY learns or becomes aware of additional information which differs in any way from the representations set forth above, UNIVERSITY shall immediately notify DISTRICT and prohibit any new personnel from having any contact with DISTRICT students until the TB certification requirements have been satisfied and DISTRICT determines whether any contact is permissible.

17. CALIFORNIA CHILD ABUSE AND NEGLECT REPORTING ACT

UNIVERSITY and DISTRICT represents and warrants that it has and will continue to comply with any requirements imposed by the California Child Abuse and Neglect Reporting Act ("CANRA"). Any failure to comply with the requirements imposed by CANRA will be deemed a material breach of this Agreement. In such an instance, either PARTY shall be permitted to terminate this Agreement immediately.

18. Indemnification

District shall defend, indemnify, and hold University, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, employees or agents.

University shall defend, indemnify, and hold District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages, are caused by or result from the negligent or intentional acts or omissions of University, its officers, employees or agents.

19. Relationship of the Parties

In the performance of this Agreement, the parties, and their officers, agents and employees, shall act as independent contractors. Nothing in this Agreement shall create, or be construed to be, a joint venture, association, partnership, franchise or other form of business relationship. At no time will the employees, agents or assigns of one party be considered the employees of the other party for any purpose, including but not limited to workers' compensation purposes.

Docusign Envelope ID: 93FD7A4E-6AB3-8BF1-8281-4F571B3786EF

20. Conflict of Interest
District affirms that, to the best of District's knowledge, no University employee who has participated in University's decision-making concerning this Agreement has an "economic interest" in this Agreement or District. A University employee's "economic interest" means:

a. An investment worth $2,000 or more in District or its affiliate;
b. A position as director, officer, partner, trustee, employee or manager of District or its affiliate;
c. Receipt during the past 12 months of $500 in income or $440 in gifts from District or its affiliate; or
d A personal financial benefit from this Agreement in the amount of $250 or more.

In the event of a change in these economic interests, District shall provide written notice to UC within thirty (30) days after such change, noting such changes. District shall not be in a reporting relationship to a University employee who is a near relative, nor shall a near relative be in a decision-making position with respect to District.

21. Third Party Beneficiaries
There are no intended third-party beneficiaries to this Agreement.

22. Applicable Law
This Agreement shall be governed by the laws of the State of California.

23. Severability
If any provision of the Agreement is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of the Agreement such provision shall be fully severable. All remaining provisions shall remain in full force and effect.

24. Waiver
Any waiver by either Party of the violation of any provision of the Agreement shall not bar any action for subsequent violations of the Agreement.

25. Entire Agreement
This Agreement contains the entire agreement and understanding between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any modification to this Agreement must be made in writing and signed by the District and University

Signatures on next page

Docusign Envelope ID: 93FD7A4E-6AB3-8BF1-8281-4F571B3786EF

Signatures

COJUSD agrees to partner with the UBMS for the 2026-2027 academic year. As a district partner, COJUSD will provide the items stated above to ensure UBMS students' readiness and preparation for postsecondary. Furthermore, COJUSD, as represented by its officials and the assigned UBMS staff, supports the goals of the UC Merced UBMS to provide student, school, and parent-centered services that *ultimately result in students graduate having the greatest number of choices from the widest array of options.*

A copy of this agreement will be emailed to the corresponding parties.

Signed by:
Yolanda Valdez
C5977B5A0C4434BF...

Yolanda Valdez
Superintendent
Culter-Orosi Joint Unified School District

05/18/2026
Date

Signed by:
Anna Coffman
67B037E8A8884B1...

Procurement
University of California, Merced

4/27/2026
Date

Signed by:
Orquidea Largo
B7CEDB7CF7A457...

Orquídea Largo, Ed.D.
Associate Vice Chancellor
Center for Educational Partnerships

5/8/2026
Date

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: APPROVE NAF NEXT 2026 OVERNIGHT STAY

ATTACHMENTS: ITINERARY AND ACTIVITY REQUEST

FUNDING SOURCE: K12SWP, CTE INCENTIVE, AND GERNERAL

DISCUSSION: The Director of College and Career requests approval for an out-of-state overnight conference July 5–9, 2026, in Maryland at the Gaylord National Resort & Convention Center for three staff members: the Director of College and Career, a Career Pathway Academy of Health Sciences Teacher, and a Workforce Development Specialist. Participants will attend NAF NEXT 2026 professional development and training sessions focused on improving career pathway and academy quality, enhancing work-based learning practices and student, alumni, and employer engagement, and learning updates to NAF Track and Data Center Systems to support and sustain "Distinguished Academy" status for the 2026–2027 academic year. The estimated total cost for the trip is between $9,265 and $9,865, which includes registration fees totaling $2,325 for three attendees, roundtrip airfare estimated at $3,000–$3,600, approximately $400 for Uber transportation, and hotel accommodations for three rooms over four nights at an estimated total of $3,540 with the NAF discount voucher applied.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the NAF Next 2026 Overnight Stay.**

PROPOSED ACTION: **APPROVE**

Item #: 16

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: Lisa Castillo Date Submitted: 5/04/2026
(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser ☐ Field Trip ☐ Assembly/Parent Program ☐

Other: [X] WBL: NAF Next Conference - Professional Development

How many students will participate: 0 Which grade levels are impacted? 0

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: College & Career Staff and OHS Teachers

Activity Date: 7/05 - 7/09, 2026 **Activity Time:** 8:00 am to 5:00 pm

Location: Gaylord National Resort & Convention Center 201 Waterfront St, Oxon Hill, MD 20745

Activity Purpose: Professional Development Conference that brings together education, business and community leaders to address some of the biggest challenges facing education and the workforce. Participants will learn key strategies to improve career pathway and academy quality, work based learning, student, alumni, and communities. NAF Next will host informative learning sessions, guest speakers from industry leaders in order to equip participants with knowledge, skills and resources to continue to sustain and enhance "Distinguished Academies" that create pipelines for the future workforce.

Transportation Needed? YES ☐ NO [X]

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 NA

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

How is this activity correlated to the standards or to topics currently under study? These activities are directly aligned to1) CTE Industry Standards in Education 2) College & Career Readiness Standards 3) District 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? 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 5/27/26

Approved ___ Rejected ___

Pending Board Approval ✓ Rejected _____

Reason for Rejection: _____

NAF



AGENDA AT A GLANCE

Here's an overview of what's happening at the event!

July 6, 2026

8:00 AM - 5:00 PM **Registration Opens**

9:00 AM - 5:15 PM **Pre-Conference Sessions**

10:00 AM - 6:30 PM **NAF Alumni Summit (Separate Registration Required)**

July 7, 2026

7:30 AM - 4:00 PM **Registration/Information Desk Open**

8:00 AM - 8:45 AM **Breakfast**

8:45 AM - 9:45 AM **Main Stage Program**

10:00 AM - 11:15 AM **Learning Block A**

10:00 AM - 4:00 PM **Innovation Studio**

11:30 AM - 12:45 PM **Learning Block B**

12:45 PM - 1:30 PM *lunch is served at this time, program to follow	**Lunch**
1:30 PM - 2:45 PM	**Main Stage Program**
2:45 PM - 4:00 PM	**Learning Block C**
4:15 PM - 4:30 PM	**NPHC Photo**

July 8, 2026

7:30 AM - 4:00 PM	**Registration/Information Desk Open**
8:00 AM - 8:45 AM	**Breakfast**
8:45 AM - 9:45 AM	**Main Stage Program**
10:00 AM - 11:15 AM	**Learning Block D**
10:00 AM - 4:00 PM	**Innovation Studio**
11:30 AM - 12:45 PM	**Learning Block E**

12:45 PM - 2:15 PM
Networking Opportunities
Lunch

2:30 PM - 3:45 PM
Learning Block F

5:30 PM - 6:45 PM
(General, Launch Year, Distinguished)
Receptions

7:00 PM - 10:00 PM
Celebration Dinner

July 9, 2026

8:00 AM - 12:00 PM
Registration/Information Desk Open

8:30 AM - 9:45 AM
Breakfast

10:00 AM - 11:15 AM
Learning Block G

10:00 AM - 12:00 PM
*Sessions Only, No Exhibitors
Innovation Studio

11:30 AM - 1:30 PM
State/District Meetings

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE WORK BASED LEARNING (WBL): AG/FUTURE FARMERS OF AMERICA (FFA) OFFICER RETREAT OVERNIGHT STAY**

ATTACHMENTS: **ITINERARY AND ACTIVITY REQUEST**

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

DISCUSSION: Orosi High School FFA/Ag Department is requesting approval for (3) FFA Advisors and (6) FFA high school students to attend a 2026-2027 WBL: Ag/FFA Officer Retreat Overnight Stay to take place on July 6-8th, 2026 in Cambria. This planning will support all activities, events, and competitions that will be included in the OHS FFA/Ag Leadership Development program for both students and advisors for the 2026-2027 academic school year, which is in direct alignment to district student learning outcomes. (5) hotel rooms and student/advisor meals will be covered by FFA ASB funds. Transportation will be covered by General and Ag Incentive funds.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the WBL: Ag/FFA Officer Retreat Overnight Stay.**

PROPOSED ACTION: **APPROVE**

Item #: 17

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: Hannah Benkosky, Kellsi Medeiros and Jeremy Watts **Date Submitted** 5/15/2026
(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser ☐ Field Trip ☐ Assembly/Parent Program ☐
Other ☐ WBL Ag/ FFA Leadership Development Officer Retreat

How many students will participate? 9 **Which grade levels are impacted?** 9th - 12th
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.

Grades/Departments/Club/Team Involved: FFA Officer Team
Activity Date: July 6 - July 8, 2026
Activity Time : 8:00 am on July 6th to 12:00 pm on July 8 th (see attached Itinerary)
Destination: Oceanpoint Ranch; 7200 Moonstone Beach Drive, Cambria, CA, 93428, US
Activity Purpose: Students will plan and organize the 2026-2027 FFA Calendar of student activities and events. In addition, this time will be utilized to review program roles, expectations, and responsibilities as a cabinet to support and enhance the Orosi High School FFA Program.

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 COJUSD Teachers

What is the impact of this activity/trip on instructional time?
This activity will have no impact on instructional time as this will take place in the summer of 2026

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? 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 5/27/26

Approved _____ Rejected _____
Pending Board Approval ✓ Rejected _____

Reason for Rejection: _____

WBL Ag/ FFA Leadership Dev. Officer Retreat Itinerary
Monday July 6th - Wednesday July 8th, 2026

Advisors: Hannah Benkosky, Kellsi Medeiros, and Jeremy Watts

Student FFA/Ag Cabinet Members Attending:
Madison Gil, Teresa Montemayor, Mayranni Hurtado, Cristian Ambriz, Rosemary Arciga, Andrea Montano, Alfredo Carbajal, Teresita Talamantes, Haily Abraham

Destination: Shaver Lake, California

Purpose:
Students will plan and organize the 2026-2027 FFA Calendar of student activities and events. In addition, this time will be utilized to review program roles, expectations, and responsibilities as a cabinet to support and enhance the Orosi High School FFA Program.

Monday, July 6th, 2026

****Students must report to the student parking lot at 8:00 am**
****Students must have breakfast at home before departure**

8:00 am	Arrive at OHS, (Ag Mech Shops)
8:15 am	Depart OHS
10:00 am	Arrival at Shaver Lake
10:30 am - 11:30 am	Officer Team Pictures
11:30 am - 12:30 pm	Outfit Change & Lunch (Sandwich, Chips, Cookie, Fruit, Water)
12:30 pm - 3:30 pm	Hiking/Lake
3:30 pm - 5:00 pm	Airbnb Check in
5:00 pm - 6:30 pm	Dinner
7:00 pm - 8:30 pm	Team Bonding

Tuesday, July 7th, 2026

9:00 am	Breakfast
10:00 am - 10:30 am	Teacher / Student Introductions
10:00 am - 12:00 pm	Review Officer Responsibilities
12:00 - 1:00 pm	Lunch Provided (Pizza, Sodas)
1:00 - 3:00 pm	Team Bonding / Review of Yearly Activities
3:00 - 4:00 pm	Closing and Questions, Exit Activity

Wednesday, July 8th, 2026

7:30 am	Breakfast
8:00 am - 10:00 am	Clean Up/Pack up
10:00 am - 12:00 pm	Head back to school

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

Student Dress: Students are expected to comply with the school dress code policy in a manner that will reflect professionalism and good character

******Students must bring comfortable shoes, a hat, water bottle, long pants, and sunscreen, recommended, and any other overnight essential items.**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE WORK BASED LEARNING (WBL): CAL POLY SANTA ROSA CREEK SCIENCE RESEARCH MENTOR PROGRAM (SRMP) SUMMER CAMP 2026 OVERNIGHT STAY**

ATTACHMENTS: **ITINERARY AND ACTIVITY REQUEST**

FUNDING SOURCE: **NONE**

DISCUSSION: The Director of College and Career requests approval for 2 certificated staff members to chaperone 15 students taking part in a collaborative Research Mentorship Project at the Cal Poly Santa Rosa Creek SRMP Summer Camp 2026 Overnight Stay on June 16-19, 2026, to explore and take part in hands on experiential learning in marine biology. All food, lodging, and transportation expenses for staff and students attending are provided and reimbursable by Santa Rosa Creek Foundation per MOU that was board-approved in September 2026. There are no costs to the district.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the WBL Cal Poly Santa Rosa Creek SRMP Summer Camp 2026 Overnight Stay.**

PROPOSED ACTION: **APPROVE**

Item #: 18

Docusign Envelope ID: BA1F77A1-B6F1-8ED2-833F-A746D0FDC188

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: Abel Ibarra **Date Submitted:** 5/27/26
(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser [ ] Field Trip [ ] Assembly/Parent Program [ ]
Other [X] WBL: Cal Poly Santa Rosa Creek Science Research Mentor Program (SRMP)
How many students will participate: 15 **Which grade levels are impacted?** 11th
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: Cal Poly Mentorship Students
Activity Date: 6/16/26 & 6/19/26 **Activity Time:** 6/16/26@ 8:00 am - 6/19/26 @ 6:00 pm (See attached Itinerary)
Location 1: Morro Bay - 1387 Main St Morro Bay, CA 9344
Location 2: Cal Poly Campus: Grand Ave, San Luis Obispo
Location 3: Best Western Royal Oak Hotel - 214 Madonna Road, San Luis Obispo, CA 93409
Activity Purpose: Students are part of the Santa Rosa Creek Marine and Coastal Sciences Mentorship Program, which has allowed them to engage with Cal Poly mentors to conduct and learn about marine sciences. Students will be attending the Cal Poly Bailey College of Science and Math Student Research Conference to learn more about the graduate-level research that is done at Cal Poly. They will also be participating in marine and coastal science activities to further their learning in the program
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: Cal Poly 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?
This activity is directly aligned to the 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.
Who is responsible for collecting money from fundraisers or for field trips? 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

Signed by: Lisa Castillo
Signature of Administrator — Date 05/28/2026

Approved _____ Rejected _____
Pending Board Approval _____ Rejected _____

Reason for Rejection: _____

SCIENCE RESEARCH MENTORSHIP PROGRAM
MARINE SCIENCE SUMMER CAMP 2026

Date	Time	Location	Description
Tuesday, June 16	9:30 AM	Orosi High School	Pick up campers
	12:15 PM	In & Out, Kettleman City	Lunch & bathroom stop
	2:45 PM	Best Western Royal Oak	Check into hotel
	4:00 PM	Cal Poly 33-285	Orientation & snacks
	5:15 PM	Cal Poly 33-285	Experiment Prep
	6:30 PM	Mustang Lanes	Dinner (Pizza) & Bowling
	8:45 PM	Best Western Royal Oak	Games & hotel time
	10:00 PM	Best Western Royal Oak	Lights Out
Wednesday, June 17	6:00 AM	Best Western Royal Oak	Breakfast
	7:15 AM	Cayucos Beach	Tide pooling, beach, town
	12:00 PM	Best Western Royal Oak	Lunch (Chipotle), shower, rest
	3:00 PM	Cal Poly Pier	Experiments
	6:30 PM	Best Western Royal Oak	Dumpling making & dinner - Siuchwan Kitchen
	8:30 PM	Best Western Royal Oak	Games & hotel time
	10:00 PM	Best Western Royal Oak	Lights Out
Thursday, June 18	7:30 AM	Best Western Royal Oak	Breakfast
	8:45 AM	Morro Bay Whale Watching	Check in & boarding
	9:00 AM	Morro Bay Whale Watching	Whale Watching
	12:15 PM	Best Western Royal Oak	Lunch (Sprouts)
	1:15 PM	Best Western Royal Oak	Learn to snorkel/pool time
	4:00 PM	Cal Poly 33-28	Fish Printing & work on presentations
	6:30 PM	Downtown San Luis Obispo	Farmer's Market & dinner
	8:30 PM	Best Western Royal Oak	Games & hotel time
	10:00 PM	Best Western Royal Oak	Lights Out
Friday, June 19	7:00 AM	Best Western Royal Oak	Breakfast
	7:45 AM	Best Western Royal Oak	Check out, load luggae
	8:45 AM	Morro Bay Paddle Sports	Kayaking
	11:45 AM	Cal Poly 33-285	Lunch (Mr. Pickles)
	12:00 PM	Cal Poly 33-285	Presentations (and continue lunch)
	12:45 PM	Cal Poly A1 Lot	Goodbyes, load bus
	2:30 PM	McDonalds, Kettleman City	Bathroom break
	5:45 PM	Orosi High School	Camper drop off

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 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.

Alta Fencing Company	**CPS Southwest Inc. dba Petra CPS**	**C3 Electric, Inc.**
Counter Tops by 'Chet'	**Perfection Painting Corp dba Perfection Pro Contractors**	**Magnetar US, Inc.**
Yoda Painting, Inc.	**EIDIM Group, Inc. dba EIDIM AV Technology**	**Kings River A/V, 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 through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.**
- ☐ **2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
- ☒ **3. Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.**

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

PROPOSED ACTION: **APPROVE**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 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 through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.**
- [ ] **2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
- [ ] **3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.**

RECOMMENDATION: **The Superintendent recommends the Board approve the Interdistrict requests.**

PROPOSED ACTION: **APPROVE**

Item #: 20

INTER-DISTRICT TRANSFER REQUESTS

June 11, 2026

OUTGOING REQUESTS for 2026-27			
Student	**District Requested**	**Reason**	**Approved/ Denied**
A. Blaza	Tulare City	Child Care	Approved
A. Blaza	Tulare City	Child Care	Approved
A.A. Nevarez	Kings Canyon	Parent Employent	Approved
K. Porras	Dinuba	Continued Attendance	Approved
K. Porras	Dinuba	Continued Attendance	Approved
A. Frausto	Dinuba	Continued Attendance	Approved
L. Frausto	Monson-Sultana	Continued Attendance	Approved
C. Marquez	Monson-Sultana	Child Care	Approved
A. Moreno	Kings Canyon	Parent Employent	Approved
A. Moreno	Kings Canyon	Parent Employent	Approved
J. Arellano	Monson-Sultana	Parent Employent	Approved
N. Cortez	Monson-Sultana	Continued Attendance	Approved
A. Vaca-Torres	Monson-Sultana	Child Care	Approved
X. Celaya	Dinuba	Parent Employment	Approved
E. Celaya	Dinuba	Parent Employment	Approved
D. Valencia	Dinuba	Continued Attendance	Approved
A. Juarez	Monson-Sultana	Continued Attendance	Approved
R. Valencia	Monson-Sultana	Continued Attendance	Approved
E. Espinoza	Monson-Sultana	Continued Attendance	Approved
M. Soto	Monson-Sultana	Continued Attendance	Approved
A. Diaz-Ortiz	Kings Canyon	Parent Employment	Approved
A. Diaz-Ortiz	Kings Canyon	Parent Employment	Approved
J. Roman	Kings Canyon	Parent Employment	Approved
A. Gonzalez	Monson-Sultana	Custody	Approved
INCOMING REQUESTS for 2026-27			
Student	**District of Residence**	**Reason**	**Approved/ Denied**
K. Roldan	Tulare	Parent Employment	Approved
E. Flores	Visalia	Continued Attendance of Siblings	Approved
E. De La Cuz	Visalia	Parent Employment	Approved
C. Sanchez	Visalia	Parent Employment	Approved
D. Perez	Dinuba	Parent Employment	Approved
D. Lepe	Dinuba	Parent Employment	Approved
E. Bhangu	Dinuba	Parent Employment	Approved
A. Mejia	Dinuba	Parent Employment	Approved
S. Mejia	Dinuba	Parent Employment	Approved
E. Mejia	Dinuba	Parent Employment	Approved
A. Burciaga	Dinuba	Continued Attendance	Approved
V. Soria Alvarado	Kings Canyon	Parent Employment	Approved
A. Hernandez	Woodlake	Parent Employment	Approved
D. Estrada Rodriguez	Stone Corral	Continued Attendance	Approved
J. Estrada Rodriguez	Stone Corral	Continued Attendance	Approved
S. Estrada Rodriguez	Stone Corral	Continued Attendance	Approved
M. Maya	Dinuba	Parent Employment	Approved

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE SERVICE AGREEMENT WITH AERIES AND ACTIVITYHERO**

ATTACHMENTS: **AERIES AND ACTIVITYHERO SERVICE AGREEMENT**

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

DISCUSSION: Attached for Board approval is the service agreement between AERIES, ActivityHero, and Cutler-Orosi Joint Unified School District for the Expanded Learning Management Service. This collaboration aims to enhance the district's after-school and expanded learning programs by improving program quality, ensuring student safety, promoting equitable access to opportunities, and streamlining operations for greater efficiency and accountability. The total cost of this service agreement will be $26,208.00. The services will run from July 1, 2026 to June 30, 2027.

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

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

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

RECOMMENDATION: **The Superintendent recommends the Board approve the service agreement between AERIES, ActivityHero, and Cutler-Orosi Joint Unified School District.**

PROPOSED ACTION: **APPROVE**

ActivityHero | Cutler Crest

EXPANDED LEARNING MANAGEMENT SYSTEM

Let's Achieve Heroic Success, Together



Dear Jayboy and team,

Thank you for the opportunity to present this proposal. What follows is not simply a quote—it's a demonstration of how ActivityHero will work alongside your district as an extension of your team, a consultant, and a true partner in your success.

Unlike traditional vendors, our role goes beyond providing software. It's our job to ask the hard questions, share best practices, and personalize our solution to meet your unique needs. This approach ensures a better experience for your staff and families, greater satisfaction for your stakeholders, and ultimately, stronger outcomes for your students.

Our partnership promise includes:

- **Tailored Implementation & Support** – Personalized onboarding and on-site training to give your team clarity and confidence from the very start.
- **A True Partnership Mentality –** We don't see ourselves as "just another vendor." We roll up our sleeves and work side-by-side with your team to deliver lasting success.
- **Proactive Executive Alignment –** Regular check-ins with leadership to ensure visibility, alignment, and accountability throughout the rollout and beyond.
- **Flexible Consultation** – Dedicated consultation hours included at no charge, because new needs and questions always surface. We'll be ready to respond quickly and effectively.
- **Proven Experience –** With over a decade of partnerships across California and hundreds of successful district implementations, you can have confidence in our ability to deliver a smooth transition and measurable impact.
- **A Differentiated Solution** – Our platform does more than track compliance and reporting. It streamlines after-school operations, empowers staff, engages parents, and strengthens your community.

With the Aeries and ActivityHero single, comprehensive approach, Cutler-Orosi Joint Unified School District is gaining more than a registration system. You're gaining a trusted partner who will stand shoulder-to-shoulder with your leadership, staff, and families to achieve long-term success.

We look forward to working together.

Sincerely,

Kristen Shanklin
Manager Strategic Partnerships
Phone: 714-392-0551
Email: Kristen@activityhero.biz

Cutler-Orosi Joint Unified School District - Hero ASSIST

Cutler-Orosi Joint Unified School District
12623 Avenue 416
Orosi, CA 93647-2008

Reference: 20260514-161017136
Quote expires: July 13, 2026

Aeries and ActivityHero are committed to the success of your program implementation, onboarding, staff training and usage of our software services. The price is based on an estimated total of 4,000 students and 5 school sites. The following prices are for the billing period from **July 1, 2026 - June 30, 2027.**

Software Services Include:

- A single, comprehensive system to centralize enrollment and attendance tracking for all expanded learning
- Automatic real-time generation of state & federal compliance reports (CALPADS, ASES, etc)
- E-signatures: Capture and store parent signatures for multiple years to ensure compliance
- Enrollment and payment processing for tuition-based programs with sliding scale fee structures
- Customizable lotteries to ensure fair access to high demand programs
- SIS Integration, enabling parent logins via **Aeries** accounts (Accounts are created for all district students and accounts are synced every night)
- Multi-lingual support
- Mobile friendly check-in/out functionality
- Parent Communication tools (email and text messaging with automated enrollment notifications and pre-scheduled email capabilities)
- Unlimited vendor, staff, and teacher accounts with customizable, role-based permissions

As part of the SIS integration, accounts are pre-created and synced every night for the parents of all the students in the district. This makes it easy for all students to enroll in the expanded learning programs.

Support Services Include:

- Comprehensive account setup and onboarding
- Role-based training for administrators, site staff, and support teams
- Parent registration support during launch
- One optional on-site training per year
- Ongoing dedicated support with scheduled weekly check-ins

As part of our support model, your team will be paired with a dedicated support group, providing direct access and ongoing partnership to ensure long-term success and continuous improvement.

Enrollment & Management Platform for Out-of-School Time Programs

Description	Quantity	Unit Price	Total
Software Services: ***July 1, 2026 - June 30, 2027*** Price Per Student, Per Month: $0.63 # of Students: 4,000 Unit Price: $2,520.00	12	$2,520.00	$30,240.00 for 1 year
Support Services: ***July 1, 2026 - June 30, 2027*** Price Per School Site, Per Month: $42.00 # of School Sites: 5 Unit Price: $210.00	12	$210.00	$2,520.00 for 1 year
Aeries / ActivityHero Bundle Pricing: Includes a discounted rate on Aeries integration fees as part of the new ActivityHero and Aeries bundled pricing structure.		20% off	(- $6,552.00)
	Total		**$26,208.00**

Purchase Terms:

ActivityHero will invoice immediately upon receipt of the Cutler-Orosi Joint Unified School District purchase order or an alternate contract. Full payment is required prior to the commencement of agreed upon services. Interest of 1% per month will be charged on unpaid fees more than 60 days past due. The district agrees to reimburse ActivityHero for all reasonable costs of collection, including attorney fees. ActivityHero has the right to suspend services if unpaid fees exceed 90 days.

Commitment to your success:

- A senior executive from ActivityHero will lead the project kickoff and initial training.
- Implementation, training and support from our 100% US-based support team. Each person has at least 5 years experience supporting out-of-school time programs and parents.
- We are available for in-person meetings and training, based on your needs.
- 14 year history with high customer satisfaction and long-term customers.

Pricing Notes:

- Billing is based on the most recent number (or estimate) of enrolled students. Changes to the number of students may change the annual price. The student price may increase the following school year.
- The price includes an unlimited number of user accounts for school administrators, supervisors, teachers or vendors.
- Any PAID family registrations for both before and after school program processed through ActivityHero are subject to a 1.7% registration fee and a 3.19% + $0.49 credit card payment / processing fee. A **$0.99 per-transaction fee** is applied to family registrations greater than $20.00.

Signature

_____ _____

Signature Date

_____

Printed name

Questions? Contact me

Kristen Shanklin
Manager Strategic Partnerships
kristen@activityhero.biz

District Partners of All Sizes

ELK GROVE UNIFIED SCHOOL DISTRICT	68 SCHOOLS	63K STUDENTS
Palmdale School District	29 SCHOOLS	17K STUDENTS
LUCIA MAR UNIFIED SCHOOL DISTRICT	20 SCHOOLS	10K STUDENTS
SVUSD Sonoma Valley Unified School District	7 SCHOOLS	3K STUDENTS
Cotati-Rohnert Park Unified School District	12 SCHOOLS	7K STUDENTS
AUSTIN Independent School District	113 SCHOOLS	73K STUDENTS

**Not a comprehensive list of all district partners.*

Select References

Palm Springs Unified School District

Amber Gascoigne
(951) 306-4685
agascoigne@psusd.us

Palmdale School District

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Lucia Mar Unified School District

Andie Meenzhuber
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andie.meenzhuber@lmusd.org

Cotati-Rohnert Park Unified

Alana Demars
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alana_demars@crpusd.org

SUCCESS STORY

Efficiency Unlocked

Palm Springs Unified / Riverside County, CA

PSUSD PALM SPRINGS UNIFIED SCHOOL DISTRICT

27	20,000	98%	28%
SCHOOLS	STUDENTS	SOCIOECONOMICALLY DISADVANTAGED	ELL

District Overview

Palm Springs Unified School District (PSUSD) is deeply committed to equity, serving over 20,000 students across 27 schools in Riverside County. Acknowledging that 98% are socioeconomically disadvantaged and over a quarter are English Language Learners, PSUSD deploys comprehensive programs, like specialized instruction and Career Academies, dedicated to preparing every student for success in higher education and their chosen career.



The Challenge

PSUSD's expanded learning team, which Dr. Amber Gascoigne leads, is small and mighty. The Palm Springs five-person expanded learning staff manage 21 school sites, work with about 15,000 families, and spearhead intervention, enrichment, and intersession programs. For registrations, they used ParentSquare, which was familiar to families. But, since the platform lacked features for custom forms, attendance tracking, and roster management, they had to also rely on Google Forms. This fragmented, dual system created a massive amount of manual work for the already busy team.

EFFICIENCY UNLOCKED

Our Solution

PSUSD adopted Hero ASSIST, centralizing all expanded learning data in one place. The transition was smooth, especially given that Hero ASSIST integrates with their SIS, Synergy. This allowed parent registration data to be pre-populated, and it removed friction. PSUSD customized the ActivityHero platform to fit their unique needs, adding digital waitlists, and individualized reports, by activity and student, for example. Now, their roughly 100 teachers can take attendance across devices, and they have the data needed for their attendance recovery efforts.

> **For us, it was about organization. Everything is in one platform, and I really appreciate that. I'm not sad that we don't have to look at a million different Google sheets! I'm excited that I can pull up one website and have everything that I need in that platform.**
>
> ***- Amber Gascoigne, Director of Expanded Learning***

Lessons Learned

One of the benefits of working with a boutique company like ActivityHero is that we're there for our district partners to listen to, and meet, their needs. This was one of the keys to PSUSD's success. To ensure that we understood their data collection pain points and how we can customize our platform to better serve their needs, we set up standing weekly meetings. This keeps us attuned to what's working and what's not, and it cultivates a strong partnership, with ActivityHero as an extension of the five-person expanded learning team. The collaboration is about more than just software, it's about the team's – and ultimately the students' – success.



SUCCESS STORY

Simplifying and Centralizing Data

Palmdale School District / Los Angeles County, CA

29	17K	88%	21%
SCHOOLS	STUDENTS	FREE OR REDUCED LUNCH	ELL

District Overview

Now the fourth largest elementary district in CA, with over 17,000 students, Palmdale School District has been serving the community since the 1800s. Their dedication to their diverse student body, reflected in the 36 languages spoken, is inspiring. But what's most impressive – as illustrated below – is Palmdale's forward-thinking approach to tech integration in education.

> **When a parent calls us at 4pm to ask, 'Where's my little Giselle?, it's our responsibility to know.**
>
> *- Jorge Maldonado, ELOP Coordinator*

The Challenge

Managing expanded learning for 25 schools means a lot of moving parts. And, even with this large size, it's still necessary for after-school administrators to always be on top of all of the details. This is hard to do without a centralized digital system.

Palmdale administrators wanted a way to know at any moment where a student is, regardless of which of their many after-school programs the child is in or which provider is leading it. As Palmdale's ELOP Coordinator, Jorge Maldonado, put it, "When a parent calls us at 4pm to ask, 'Where's my little Giselle?,' it's our responsibility to know."

SIMPLIFYING AND CENTRALIZING DATA

The Challenge (Cont.)

Especially since Palmdale has many programs running at the same time, they needed a centralized place to find attendance data for all students. Each provider was managing registration and attendance on their own, so the data was spread across several places. When needed, Palmdale had to get attendance data from the providers. This extra step slowed their data collection processes down.

Our Solution

With ActivityHero's Hero ASSIST, Palmdale found a way to make tracking attendance and program details simple and convenient for them – and for their families and providers.

Palmdale flipped their set-up. They no longer have to get attendance and registration data from providers. Instead, all now goes through one centralized system that all can access, the Hero ASSIST platform. Providers have their own log-ins to get and enter the data they need, as does the district.

Centralization is helping families too. Before, families used different software, depending on provider preferences. If a family had multiple students, they may have had to navigate multiple platforms. With Hero ASSIST, they now only need one log in.

> **I love that we now have one link for our parents to enroll their children even if they have their children with different providers. When we opened registration for our fall sessions, we had 825 registrations in the first 20 minutes!**
>
> ***- Jorge Maldonado, ELOP Coordinator***

Lessons Learned

As a tech-forward district, Palmdale offers many valuable lessons on how to introduce new expanded learning software. Below are a few.

- Embrace the partnership aspect with ActivityHero, so that, through site visits and conversations, you become one expanded learning team.
- Don't roll out the software in a piecemeal fashion, like attendance one month, enrollment another. If you want to go slowly, soft launch the full suite at a few locations and then expand.

SUCCESS STORY

ELK GROVE UNIFIED SCHOOL DISTRICT

A Paperless Revolution

Elk Grove Unified School District / Sacramento County, CA

68	63K	53%	14%
SCHOOLS	STUDENTS	SOCIOECONOMICALLY DISADVANTAGED	ELL

District Overview

Elk Grove Unified School District (EGUSD), located in southern Sacramento, is the fourth-largest district in California. They're leaders in academic performance, boasting a graduation rate of over 90%. On top of that, EGUSD is recognized across the nation for innovative educational methods, like its 60 career-themed academies.

The Challenge

Elk Grove needed a way to capture and store e-signatures. Regulations mandate keeping a record of signatures for at least seven years, and complying with this while using paper/pen systems can create storage and organizational headaches.

As a large district that has to keep *all* signature records for *every day* that students attended expanded learning programming, Elk Grove had to rent storage space, which was an added administrative burden and costly expense.

Elk Grove was happy with their Student Information System (SIS), but it didn't support signature capture. They looked for companies offering just the signature piece that they needed, but couldn't find any that integrated with their SIS. The available options would require them to buy a whole suite of tools, most of which they didn't need.

Our Solution

ActivityHero was the perfect answer to Elk Grove's needs. Our Hero E-Signatures software integrates with their SIS and can be implemented as a stand-alone tool.

Our Solution (Cont.)

There was no requirement to purchase ActivityHero's entire suite of after-school management tools.

Hero E-Signatures pulls real-time registration data from Elk Grove's SIS, along with information on authorized pick-ups. This makes it easy for staff and families to find kids and sign them out. ActivityHero will store their signatures on the cloud for as long as they need, and they can download and print them out too.



Lessons Learned

Rolling out new tech tools can come with hiccups. To avoid them, we recommend following Elk Grove's example with the strategies below.

- Soft launch the new system. Overlap your paper/pen system with the new Hero E-Signatures for a little while. This gives you time to work out any kinks.
- Start with a just a few schools to gain insight into what challenges may arise, and then expand across the district, equipped with that knowledge.
- If you're using Hero E-Signatures as a stand-alone offering, make sure to test out the data sync and data integration aspects to ensure that real-time data is transferring smoothly to and from your SIS.
- Give your team training and educate them on how to find ActivityHero's on-demand support. Ensure that they're supported in the switch.

SUCCESS STORY

LUCIA MAR UNIFIED SCHOOL DISTRICT

From Manual to Digital

Lucia Mar Unified / San Luis Obispo County, CA

20	10K	40%	12%
SCHOOLS	STUDENTS	SOCIOECONOMICALLY DISADVANTAGED	ELL

District Overview

Lucia Mar Unified School District, located on the California Central Coast, is the largest school district in San Luis Obispo County. Serving nearly 10,000 students from Arroyo Grande, Grover Beach, Nipomo, Oceano, Pismo Beach, and Shell Beach, it's situated right between Santa Maria and San Luis Obispo. They're proud to partner with community colleges, universities, and local organizations to expand their students' eductional opportunities and increase their success.



The Challenge

Running expanded learning programs at 14 schools, Lucia Mar was using spreadsheets for registrations. Given the dozen-plus school sites, this meant many different spreadsheets to keep track of and use for program planning. The manual work load was high without any automated or streamlined registration system. This aspect of their programming was taking too much of their team members' time.

Our Solution

Lucia Mar liked their processes, but they wanted a tech tool to streamline them. Hero ASSIST was a great fit. The ActivityHero team partnered with the district to better understand how they did registrations manually and to customize the Hero ASSIST workflow to mimic their manual systems. For example, when Lucia Mar families registered for programs, they submitted applications, not enrollments. To maintain that, Hero ASSIST launched an application process for their programs, instead of registrations.

> **We began using ActivityHero for real-time attendance, a more efficient registration process, and to have a program that connected with our SIS. Shilpa and her team listened to our challenges and adjusted as we needed.**
>
> ***- Wendy Bruse, Coordinator of After-School Programs***

Lessons Learned

Don't be afraid to let go of old processes and embrace new ones. As the ActivityHero/Lucia Mar partnership has grown, we've learned that to save even more staff time, some additional systems need to shift. For example, though the digital application process saved time, Lucia Mar staff still needed to go through each applicant's profile manually to determine if they're a student who gets prioritized enrollment.

Instead of continuing with this time consuming process, we offered a digital solution: Hero ASSIST rolls out lotteries at each student priority level. This system will eliminate countless hours of manual work.



CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE MEMORANDUM OF UNDERSTANDING FOR COMMUNITY SERVICES EMPLOYMENT TRAINING (CSET)**

ATTACHMENTS: **CSET MOU**

FUNDING SOURCE: **AFTER SCHOOL SAFETY AND ENRICHMENT FOR TEENS (ASSETS)**

DISCUSSION: Attached for Board approval is the MOU between Community Services Employment Training, Inc. (hereinafter called "CSET") and Cutler Orosi Joint Unified School District (hereinafter called "COJUSD") for the express purpose of providing a Technology-Based Junior Leadership program with vocational and service learning opportunities for COJUSD students through CSET's TECH Connect Program. The total cost of this service agreement will be $25,000. The terms of this agreement are effective from July 1, 2026 to June 30, 2027.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the MOU with Community Services Employment Training (CSET).**

PROPOSED ACTION: **APPROVE**

Item #: 22

Memorandum of Understanding
Between
Community Services Employment Training, Inc. and
Cutler-Orosi Joint Unified School District
July 1st, 2026 to June 30th 2027

This MOU is made and entered into between Community Services Employment Training, Inc. (hereinafter called "CSET") and Cutler Orosi Joint Unified School District (hereinafter called "COJUSD") for the express purpose of providing a Technology-Based Junior Leadership program with vocational and service learning opportunities for COJUSD students through CSET's TECH Connect Program.

1. ROLES AND RESPONSIBILITIES:

A. COJUSD agrees to:

1. Provide access to COJUSD Campuses for CSET to recruit and conduct outreach to students on campus.
1. Routinely communicate participant progress and challenges to the assigned CSET coordinator.
2. Ensure program participation forms are signed and submitted to CSET on time.
3. Collaborate in seeking opportunities that will support studying and academic success for students facing challenges.
4. Assist in distributing marketing material through Google Classroom school-wide.
5. Provide access to reserve COJUSD vans when taking field trips, CSET will ensure drivers provide all required Driver's documents to COJUSD transportation department.
6. Provide the opportunity for Tech Connect students to attend field trips in partnership with other programs.

B. CSET agrees to:

1. Recruit, assess, train, and place 15 students in service learning opportunities within the community of Cutler-Orosi.
2. Coordinate space needs for Tech Connect training sessions at COJUSD, CSET's Cutler- Orosi Senior Center, and the Step-Up Youth Center.
3. Provide adequate supervision, schedule tutoring sessions, and provide program assistance.
4. Mentor and assist with training of Tech Connect students to ensure participant success.
5. Track and share tutoring program accomplishments with COJUSD Expanded Learning Coordinator via email every 2 weeks.
6. Provide access to general ledgers if requested during a Federal Audit.
7. Submit monthly invoices for expenses incurred.
8. Follow all safety protocols and procedures established by COJUSD.
9. Ensure internet safety during distance learning and ensure students are always supervised when participating in a COJUSD/CSET activities.
10. Coordinate an event where students can present what they learned during the program.

2. **HOLD HARMLESS PROVISION:** COJUSD and CSET each agree to indemnify and hold harmless the other, its officers, agents, and employees from all claims or demands of liability caused by the indemnifying party during or after the completion of this MOU.

3. **TERMS:** COJUSD agrees to provide CSET with $25,000 to manage and supervise the TECH Connect Junior Leadership program. This agreement can be terminated by either party with a 30-day written notice. Payment for services should be mailed to:

CSET
312 North West 3rd Avenue
Visalia, CA 93291
Attention: Mary Alice Escarsega-Fechner

ORGANIZATION CONTACTS:

CSET:
Maria Guerrero, Director
312 NW 3rd Ave., Visalia, CA 93291
Phone: (559) 713-5133
Fax: (559) 713-5132
Email: Maria.guerrero@cset.org

COJUSD:
Angela Ruiz-Alvarez
2623 Avenue 416, Orosi, CA 93647
Phone: (559) 528-6949
Email: Aruiz-alvarez@cojusd.org

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

Signature and Date
Mary Alice Escarsega-Fechner
Executive Director
Community Services Employment Training, Inc.

Signature and Date
Yolanda Valdez
Superintendent
Cutler-Orosi Joint Unified School District

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE EXPANDED LEARNING OPPORTUNITY LEARNING (ELOP) PLAN 2026-2027**

ATTACHMENTS: **EXPANDED LEARNING OPPORTUNITY LEARNING (ELOP) PLAN 2026-2027**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the Cutler Orosi Joint Unified School District Expanded Learning Opportunity Program (ELO-P) plan. The Expanded Learning Opportunities Program) provides funding for before school, after school, summer program and intersessional enrichment programs for transitional kindergarten through 12th grade. "Expanded learning" means before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. The intent of the expanded learning program is to offer pupil-centered, results-driven programming that engages community partners. Activities are designed to complement, rather than replicate, the regular school day and school year curriculum.

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

RECOMMENDATION: **The Superintendent recommends the Board approve Expanded Learning Opportunity Learning (ELOP) Plan 2026-2027**

PROPOSED ACTION: **APPROVE**

2026-2027

COJUSD

EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDELINES

Board of Education

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

Superintendent
Yolanda Valdez

Assistant Superintendent
Shevonne Swanson

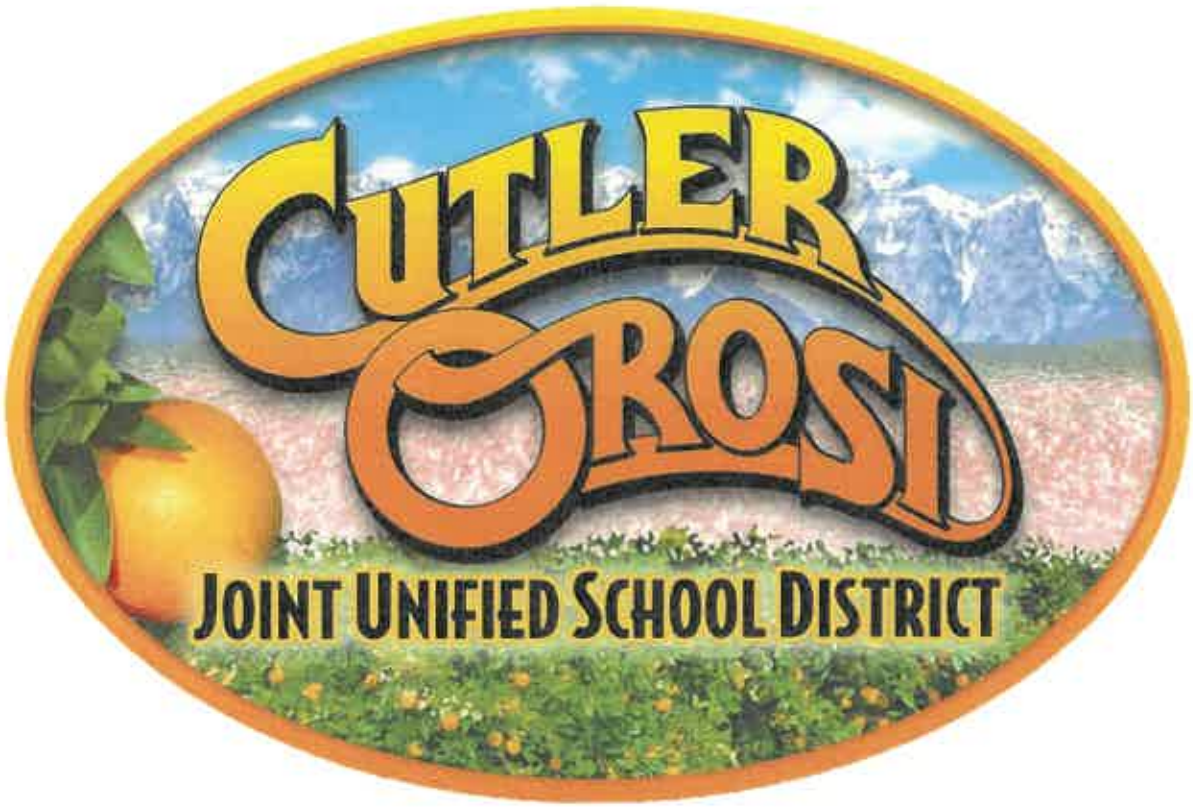
Assistant Superintendent
Sunsie Tumacder

EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

Expanded Learning Opportunities Program Plan Guide

Prepared by:
Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2). (November 2024)



Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Cutler Orosi Joint Unified School District
Contact Name: Jayboy Camaquin
Contact Email: jacamaquin@cojusd.org
Contact Title: Instructional Program Administrator
Contact Phone: 559.528.4763

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Cutler Elementary School
2. Golden Valley Elementary School
3. Palm Elementary School
4. El Monte Middle School
5. Orosi High School

Governing Board Approval Date: _____
Review/Revision Date: _____
Review/Revision Date: _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan, it should be updated sooner than the three-year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on-site, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

A Secure and Familiar Foundation

To ensure a seamless transition for students and peace of mind for families, all ELO-P services are offered **directly on-site** at our district campuses: Cutler Elementary, Golden Valley Elementary, Palm Elementary, and El Monte Middle School. By hosting the program on-site, we eliminate the logistical stress of off-campus transportation and keep students within a familiar, gated environment where they are already comfortable.

Cultivating a Culture of Safety

Our commitment to a supportive environment is built on a foundation of rigorous standards and proactive management:

- Vetted and Trained Mentors: Safety begins with the adults in the room. In compliance with COJUSD standards, every staff member and volunteer must clear a TB risk assessment and a Department of Justice Live Scan fingerprinting process before their first interaction with a student.
- Comprehensive Health Oversight: COJUSD maintains a system at every site—a redundant digital and hard-copy repository of student emergency cards, health records, and early release authorizations. This ensures that even in the event of a power outage or emergency, critical student data is accessible within seconds.
- Proactive Incident Management: COJUSD utilizes standardized reporting protocols for all behavioral or health-related incidents. Our district nurses and LVN's play an active role in the program, consistently updating medical records and providing specialized training to staff for the safe administration of medication.

Professional Vigilance and Support

Beyond physical security, we prioritize the emotional safety of our students. All personnel are designated Mandated Reporters and undergo annual training to identify and report suspected abuse or neglect, in accordance with Penal Code 11165.6.

To further enhance the supportive nature of the program, we integrate Social-Emotional Learning (SEL) into daily activities. Staff are trained in de-escalation techniques and restorative practices, moving away from punitive measures and toward a model that teaches students how to manage conflict and build resilience. This approach ensures that when a student enters our program, they are met with a team that is prepared, professional, and deeply invested in their total well-being.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social-emotional learning.

The Cutler-Orosi Joint Unified School District (COJUSD) Expanded Learning Opportunities Program (ELO-P) establishes an emotionally safe and supportive environment by integrating comprehensive social-emotional learning (SEL) frameworks, mentoring partnerships, and proactive safety initiatives. The program operates under a Multi-Tiered, Multi-Domain System of Supports (MTMDSS), ensuring that every student receives assistance tailored to their behavioral and emotional needs.

Integrated Social-Emotional Learning (SEL) Curriculum

The foundation of the program's emotional support is the implementation of evidence-based units of study:

- Second Step and School Connect: These curricula are utilized weekly to teach critical competencies, including social awareness, self-management, relationship skills, and responsible decision-making.
- To provide deeper support for students requiring Tier 2 and Tier 3 services, the district offers CASEL-aligned, research-based lessons facilitated by school counselors and psychologists.

Mentoring and Youth Development

The program leverages powerful community partnerships to foster a sense of belonging and guidance:

- Big Brothers Big Sisters (BB/BS): Through a formal Memorandum of Understanding, high school "Bigs" are matched with elementary and middle school "Littles" to provide social-emotional support and guidance. These mentors engage students in science, math, and recreation activities, culminating in regional events that celebrate their growth.
- Student Leadership Groups: Students in grade 3 and up participate in leadership roles, where they share their concerns and help shape program policies, fostering a sense of ownership and empowerment.

Kindness, Respect, and Anti-Bullying Initiatives

A culture of respect is maintained through clear expectations and interactive presentations:

- Kindness and Respect Presentations: The program incorporates enrichment units developed by our Afterschool Lead, Expanded Learning Facilitator, and assistance from our school counselor, content coaches, and school psychologist, which include specific themes such as "Kindness" to promote positive interpersonal behaviors. Additionally, guest speakers conduct presentations focused on youth-related issues and building positive connections.
- Anti-Bullying Messages: The district strictly enforces policies prohibiting discrimination, harassment, and bullying, ensuring these standards are clearly posted on the website and in student handbooks.
- See Something, Say Something Reporting: Students are trained to use the Sandy Hook Promise "See Something, Say Something" anonymous reporting hotline, which allows them to report concerns about bullying or safety 24 hours a day.

Behavioral Frameworks and Restorative Practices

To ensure the environment remains predictable and supportive, the program aligns with the district-wide Positive Behavioral Interventions and Supports (PBIS) framework.

- Community Agreements: At the start of each year and after winter break, students collaborate with staff to create or revise "community agreements"—program rules and norms that align with instructional day policies.
- Staff training within the Reconnecting Youth and CA-ISP (Safe, Supportive Learning) models centers on transforming educators into emotional coaches. By mastering trauma-informed facilitation and SEL modeling, staff ensure that the classroom remains a consistent 'safe harbor' where students are supported by adults who prioritize emotional regulation and connection as much as academic progress."

2—Active and Engaged Learning

> Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Cutler-Orosi Joint Unified School District (COJUSD) Expanded Learning Opportunities Program (ELO-P) provides an environment where students engage in active, high-interest learning that intentionally supports and supplements, but does not duplicate, the instructional day. By focusing on skill acceleration rather than remediation, the program ensures students apply grade-level standards in real-world contexts.

To ensure a seamless transition from the classroom to expanded learning, the program employs several strategies:

- Targeted Acceleration & Literacy Support: The program utilizes specialized interventionists to provide strategic acceleration in reading and mathematics. Under the direction of our Instructional Program Administrator, site leaders implement

evidence-based tools, including the Leveled Literacy Intervention (LLI) program and IMSE (Orton-Gillingham) multisensory techniques. This approach allows us to "front-load" key linguistic and numerical concepts, giving students a critical "head start" on upcoming classroom lessons. Additionally, we build foundational fluency and the automaticity required for higher-level problem solving through high-motivation, timed challenges. To support this, we are utilizing Levered Math for our grades 3–5 students, and Math Talks alongside Basic Fact Fluency for our TK–2 students."

- Site Leads maintain a consistent feedback loop with school Learning Directors and classroom teachers to align ELO-P activities with the instructional day's scope and sequence.
- To maximize engagement, all enrichment offerings are driven by student interest surveys. New units are only implemented if they garner interest, ensuring the curriculum remains culturally relevant and youth-driven.

Skill building is facilitated through diverse projects that connect 21st-century competencies—communication, collaboration, and critical thinking—to real-world applications.

- Monthly Enrichment Units: Developed by Afterschool Leads and Afterschool Expanded Learning Facilitator, these units operate on a three-year rotation cycle. Themes such as STEAM (Science, Technology. Engineering, Art and Mathematics), Robotics, and Theater allow students to progress through 6th grade without repeating content.
- COJUSD are integrating Speech and Debate to refine public speaking and competitive Sports Clubs to foster teamwork and strategic communication.

The program emphasizes STEAM through monthly thematic projects and specialized partnerships:

- Robotics & Engineering: Students explore physics concepts like distance and speed through hands-on builds. Middle school students advance to complex projects involving sensors, controllers, and introductory programming.
- GrowthPoint Technologies: Through a formal MOU, instructors lead classes in "Essential STEAM Skills," including Minecraft and Retro Game Development, where students solve complex mathematical and logic problems.
- Scientific Exploration: The program prioritizes hands-on inquiry through participation in the Science Olympiad and strategic partnerships with local agencies. These collaborations align with Next Generation Science Standards (NGSS), allowing students to transition from theoretical concepts to applying biological sciences in outdoor, real-world settings. To further bridge the gap between grade levels, we partner with Orosi High School Medical Pathway students and teachers. These mentors visit our elementary and middle school sites to lead specialized clinics, providing younger students with peer-led demonstrations in anatomy and health sciences while modeling a clear path toward high school CTE success.

Following the context of high school readiness, activities at El Monte Middle School are specifically aligned with Career Technical Education (CTE) pathways to prepare students for Orosi High School's academies.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

The Cutler-Orosi Joint Unified School District (COJUSD) ELO-P intentionally links program goals with the 21st Century Learning and the Learning in Afterschool, Intersession, Weekends, and Summer core principles. Our program ensures students achieve mastery in both academic standards and essential life skills through a "hands-on, minds-on" approach.

In addition to accelerating core competencies in math, reading, writing, and scholarly habits, our primary learners engage in a developmental sequence that introduces the economic and biological cycles of the Central Valley. COJUSD utilize immersive study trips and specialized thematic units to transform traditional classroom learning into real-world discovery:

- Lesson 1: From Seed to Shelf – Students explore the life cycle of plants alongside the logistics of global food production.
- Lesson 2: The Business of Sweets – An interactive introduction to the fundamentals of manufacturing, quality control, and the power of branding.
- Lesson 3: Animal Science & Systems – A look at the intersection of biology and technology within modern dairy farming.

Hands-On Integration & "Fun Fridays"

To deepen engagement, our staff develops monthly themed projects for "Fun Friday." These sessions integrate literacy and math with the arts, cooking, engineering, and scientific experiments, allowing students to see the interconnectedness of their subjects.

As a unique culminating activity, students participate in Bowling with Rocket Math. This high-energy event integrates physical activity with mathematical fluency, challenging scholars to apply their "Rocket Math" speed and accuracy to track scores, calculate frames, and master addition and subtraction in a real-world, competitive setting.

Culminating Study Tour

To bridge the gap between theory and practice, students apply their classroom knowledge through high-impact study trips. By touring facilities such as the Jelly Belly Factory (Manufacturing/Business) and Hilmar Cheese (Animal Science/Agriculture), students witness large-scale production in action, grounding their academic acceleration in tangible, local industry.

High School Readiness (3rd Grade – 8th Grade)

For our older scholars, the program pivots toward high-level synthesis and rigorous High

School Readiness. While maintaining a focus on accelerated math, reading, writing, and scholarly excellence, we expand our thematic reach to include complex global systems and advanced technological integration.

Thematic Mastery & Project-Based Learning

Students engage in deep-dive units that challenge them to apply academic theory to modern-day industries:

- Engineering & Physics: Analyzing the mechanics and safety protocols of global attractions.
- Biological Evolution & History: Synthesizing data from paleontology and natural history to understand current ecological trends.
- Technological Innovation: Exploring the future of AI, robotics, and digital ethics.

Expanded Study & Industry Tours

To prepare students for the expectations of high school and beyond, our "study tours" transition into professional-level field research:

- Universal Studios (Industry Study Tour): A behind-the-scenes look at the business of entertainment, cinematic technology, and large-scale event logistics.
- The Tech Interactive (San Jose): Hands-on engagement with Silicon Valley's latest innovations in engineering and digital design.
- California Academy of Sciences & Natural History Museum: A dual-lens approach to understanding Earth's past and future through rigorous scientific observation.
- La Brea Tar Pits: An on-site exploration of archaeology and prehistoric biological systems.
- Six Flags Discovery Kingdom (Physics & Animal Science): A unique study tour focusing on the physics of motion and the ethics of marine and land animal conservation.
- Disneyland Leadership & Design: Students attend specialized sessions in Anaheim focusing on Theme Park Design, the Technology of Disney, and Immersive Storytelling. These modules teach physics and engineering through the lens of "Imagineering."
- Lead the Way: A leadership intensive where students practice project management and collaborative problem-solving.
- Middle School CTE Bridge: Activities at El Monte Middle School are specifically aligned with Orosi High School's academies. Students gain hands-on mastery in Computer Engineering, Digital Arts, Coding, and 3-D Printing, mirroring industry sectors like Engineering & Design and ICT.

Hands-On Culminating Activities & "Fun Fridays"

Academic rigor is balanced with creative application through our monthly Fun Friday themes. Staff lead high-level projects that blend literacy and math with:

- Engineering Challenges: Building scale models of transportation systems.
- Culinary Chemistry: Exploring the science of molecular gastronomy.
- The Arts & Technology: Creating digital media and interactive exhibits.

To celebrate mathematical mastery, students participate in Bowling with Rocket Math, a culminating event where they apply advanced calculation, data tracking, and statistical analysis to their performance on the lanes. This reinforces that being a scholar means finding the "math in the world" while maintaining a spirit of healthy competition.

STEAM Mastery & 2026-2027 Goals

- End-of-Unit STEAM Showcase: A district-wide exhibition where students present programmed robots or 3-D prototypes to community panels.
- Pathway Proficiency Badges: In coordination with Orosi High School, middle schoolers earn "badges" in digital arts or engineering, creating a portfolio for high school placement.
- Entrepreneurship & Life Skills Lab: The program hosts a comprehensive "Junior Entrepreneur" unit where students apply financial literacy and organic gardening skills to real-world commerce. Students manage the full production cycle—from cultivating vegetables in school gardens to designing and branding a finished product. As a culminating local assessment, students participate in a "Shark Tank" style presentation, where they must pitch their business models to a panel of community members and local business leaders. This experience fosters critical initiative, economic productivity, and social responsibility by requiring students to justify their financial decisions and marketing strategies.

The "Imagineering Orosi" Challenge

Alignment: Math (Geometry/Scaling), Science (Force/Motion), and ELA (Narrative Writing).

Following the travel-study trip to Disneyland, students return to the ELO-P site to apply what they learned about "Theme Park Design" and "Immersive Storytelling" to their own community.

- Science & Engineering (The Build): Using concepts from the "Technology of Disney" session, students use Minecraft or 3-D printing to design a kinetic attraction (like a roller coaster or moving lift) that demonstrates NGSS MS-PS3-5 (Energy Transfer).
- Math (Scaling and Budget): Students must calculate the "footprint" of their design using area and volume formulas (Math Standard 6.G.A.1), ensuring their attraction fits within a specific "zoning" area of their model.
- ELA & Arts (The Story): Students use Immersive Storytelling techniques to write a narrative script for their attraction. They must record a "Digital Ride-Through" where they explain the history or science behind their design, focusing on persuasive speech and creative writing (ELA Standard W.7.3).

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

To address the integration of youth voice and leadership, the COJUSD ELO-P utilizes a progressive model where students transition from active participants to decision-makers and

mentors. By employing leadership lessons developed specifically by our Afterschool Leads and Expanded Learning Facilitator, we empower students to act as agents of their own learning.

The Cutler-Orosi Joint Unified School District (COJUSD) ELO-P provides a structured pathway for students to take ownership of their environment. Our homegrown leadership curriculum focuses on personal responsibility, interpersonal communication, and community stewardship.

- Elementary (TK–5): Students engage in group discussions and democratic "voting" to select upcoming enrichment rotations. To foster daily responsibility, students rotate through leadership roles such as Classroom Greeters, who welcome peers and guests, and Environment Leads, who manage the organization and care.
- Middle School (6–8): At El Monte Middle School, student voice is a primary driver of program design. Students provide direct input via surveys and focus groups to ensure activities remain relevant to their interests. They select their own interest-based "clubs" and lead community-building circles, where they practice restorative dialogue and peer-to-peer facilitation.

Youth are essential partners in our continuous improvement cycle. Students are regularly included in program quality assessments through feedback loops where they evaluate the effectiveness of enrichment units. This data is reviewed by Afterschool Leads and the Expanded Learning Facilitator to refine offerings, ensuring student voice directly impacts the following year's curriculum and site culture.

Two Goals for the 2026-2027 School Year to Strengthen Learning

1. Cross-Grade Mentorship Initiative: Establish a formal "Student Ambassador" program where El Monte Middle School students visit elementary sites to lead hands-on STEAM demonstrations. This goal strengthens the leadership and communication skills of older students while providing younger students with relatable, high-achieving mentors.
2. Student-Led "Shark Tank" Pitch Panels: To deepen entrepreneurship skills, students will transition from participants to judges. Advanced students who have completed the "Junior Entrepreneur" unit will serve on panels to provide feedback to their peers, fostering critical thinking and constructive evaluation.

New Engaging Activity: The "Community Architect" Circle

Alignment: ELA (Collaborative Discussion), Social Science (Civic Participation), and Art.

This activity utilizes the leadership lessons developed by our Facilitator to help students solve real-world problems within their "mini-community" (the ELO-P site).

- Leadership & Civics: Students gather in a "Community Circle" to identify one way to improve their afterschool site (e.g., "Designing a better checkout system for the Robotics kits"). Following the facilitator-led leadership curriculum, they must reach a consensus through negotiation and compromise.
- ELA & Writing: Students draft a "Program Proposal" that outlines the problem, the proposed solution, and the "Action Steps" required. This aligns with ELA Standard

W.7.4, focusing on producing clear and coherent writing appropriate to the task.
- The Arts: Students create a "Visual Blueprint" or a digital storyboard using Book Creator tools to illustrate how their new system will look in practice.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The COJUSD Expanded Learning Opportunities Program (ELO-P) is committed to the "Whole Child" approach, ensuring that wellness, nutrition, and physical activity are foundational to student success. Our program encourages healthy lifestyles by combining high-quality nutritional intake with structured, high-energy movement that builds both physical competence and personal discipline.

To support cognitive function and physical energy, all students receive USDA-compliant meals and snacks daily. These offerings strictly adhere to "Smart Snack" standards, ensuring low sodium, whole grains, and minimal added sugars. Meals are served in a social environment where staff members model healthy eating habits, turning snack time into an opportunity for nutritional education.

Physical development is facilitated through a multi-tiered approach:

- SPARK Curriculum: Staff leads the evidence-based SPARK "After School" curriculum, which provides over 400 age-appropriate activities designed to improve cardiovascular health, motor skill development, and overall physical literacy.
- Intramural Competition: Every 6 to 8 weeks, the program hosts Intramural Sport Events, allowing students to apply their skills in a competitive yet supportive environment. These events foster school spirit and community engagement.
- Specialized Sports Clubs: Students have access to a variety of seasonal clubs, including Track and Field, Baseball, Swimming, Volleyball, Basketball, and Jujitsu. Beyond the physical benefits, these clubs—coupled with specialized coaching in areas like soccer and martial arts—emphasize discipline, teamwork, and the importance of regular exercise.

Three Goals for the 2026-2027 School Year

1. Student-Led Wellness Committees: Establish student "Wellness Ambassadors" at each site who will collaborate with staff to select monthly "Harvest of the Month" snack items and lead peer-to-peer warm-up routines during SPARK activities.
2. Intramural Skill Progression Tracking: Implement a digital "Athletic Passport" for students participating in the 6-to-8-week intramural cycles. This goal will track individual improvements in specific motor skills (e.g., serving a volleyball or sprinting mechanics), allowing students to see tangible evidence of their physical growth.
3. Community Health Showcase: Color Run & Lights On Afterschool To bridge the gap between program wellness and home habits, the district will host an annual Family Wellness Night integrated with high-visibility events like the Color Run and Lights On Afterschool. During these showcases, students take center stage to demonstrate the

competencies gained in their specialized sports clubs—ranging from disciplined martial arts exhibitions to high-energy basketball skill challenges. In addition to physical demonstrations, students act as health educators by sharing nutritional resources and "Smart Snack" recipes with their families. This event transforms individual student achievement into a community-wide celebration of healthy living and active engagement.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The COJUSD Expanded Learning Opportunities Program (ELO-P) is rooted in the principle of universal access, ensuring that every student—regardless of ability, language, or background—feels a sense of belonging and representation. Enrollment priority is intentionally given to "Unduplicated Pupils," including Low-Income students, English Learners, Foster Youth, and students experiencing homelessness.

The program celebrates the rich diversity of the Cutler Orosi School District through integrated academic and social events:

- Cultural Celebrations: COJUSD host vibrant community events such as Cinco de Mayo celebrations and family nights that honor various cultural heritages. These events are a collaborative effort between the instructional day and the after-school program, ensuring a unified message of cultural pride.
- VAPA & Music: In partnership with the Visual and Performing Arts (VAPA) and Music departments, students participate in after-school showcases that highlight diverse musical traditions and artistic expressions.
- Linguistic Support: To support our English Learners, enrichment units are delivered with bilingual scaffolding. COJUSD strategically place bilingual staff at sites with high dual-immersion populations to ensure students can engage deeply with the content in both English and Spanish.

Inclusion and Accessibility for Students with Disabilities

Students with disabilities (IEP/504 plans) are fully integrated into all ELO-P activities:

- Accommodations: Staff are trained to implement specific supports, such as visual schedules, sensory tools, and modified equipment, to ensure every student can participate in STEAM and sports.
- Medical Support: Health technicians are available to support students with chronic medical conditions (e.g., diabetes or asthma), ensuring their safety during physical activities and excursions.
- Character & Safety: The program hosts specialized partners for the "Respect and Responsibility Tour" and Anti-Bullying workshops, fostering an environment of empathy and peer advocacy.

Three Goals for the 2026-2027 School Year

1. Bilingual Student Docents: Train a cohort of bilingual "Student Ambassadors" to lead tours and explain projects during the Cinco de Mayo and VAPA showcases, providing them with leadership opportunities in their home language.
2. Adaptive Sports & STEAM Kits: Curate a specialized inventory of adaptive tools (e.g., sensory-friendly robotics controllers or larger-grip sports equipment) to ensure students with orthopedic or sensory impairments have autonomous access to all clubs.
3. Collaborative Equity Panels: Establish bi-annual meetings between ELO-P Site Leads and the district's Special Education and ELD coordinators to review participation data and ensure students with diverse needs are equitably represented in high-demand clubs like Robotics and Disney Leadership.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

The COJUSD ELO-P is dedicated to cultivating a team of highly skilled, empathetic, and professional educators who serve as the foundation of student success. COJUSD believes that "quality staff" is a measurable standard achieved through rigorous recruitment and continuous, actionable professional development.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Pursuant to EC Section 46120(b)(2)(D), all staff directly supervising students must meet the district's high standards for instructional competency. Every team member possesses a high school diploma (or equivalent) and has satisfied the requirement of 48 college semester units, an Associate's Degree, or a passing score on the local assessment of instructional skills. This ensures that the staff supporting our students possess the academic foundational knowledge necessary to bridge the gap between the school day and expanded learning.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Comprehensive Staff Development Plan

To maintain a high-quality environment, personnel participate in three mandatory professional development days and recurring monthly training sessions. Our staff-building strategy focuses on the following pillars:

- Instructional Excellence: Training on "How to be the Best Instructional Aide" ensures staff can effectively support students in reading and math
- Safety and Health: All staff receive CPR and First Aid certification, mandated reporter training, and safety/lockdown protocol training to ensure a secure environment.
- Physical and Social Wellness: Leads receive specialized SPARK training for physical education and Social-Emotional Learning (SEL) training to better support students' mental and behavioral health.
- Actionable Feedback: COJUSD utilizes a continuous improvement model where Site Leads and the Instructional Program Administrator observe staff-student interactions. During these sessions, we look for tangible improvements in student engagement and the effective execution of lesson strategies.

Two Goals for the 2026-2027 School Year

1. Differentiated Coaching Cycles: Establish bi-monthly "Actionable Feedback" cycles where staff receive one-on-one coaching on specific student engagement strategies. This ensures that the professional development learned in workshops is successfully translated into the daily student experience.
2. Instructional Aide Career Pathway: In collaboration with the HR department, create a "Grow Your Own" pathway that encourages and supports our ELO-P instructional aides in pursuing teaching credentials or advanced CTE certifications, ensuring our

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The Cutler-Orosi Joint Unified School District (COJUSD) Expanded Learning Opportunities Program (ELO-P) is guided by a clear vision, mission, and purpose designed to align with the district's broader educational objectives and support the holistic development of its students. Central to our philosophy is a "Grow Our Own" mentality, where we invest deeply in our local human capital—students, staff, and families—to create a self-sustaining cycle of leadership and academic excellence within our community.

Program Core Framework

- Vision: To create a safe, positive, and nurturing environment that enhances the educational experience and ensures academic success for every COJUSD student.
- Mission: To provide equitable academic support and diverse enrichment that empowers students to develop 21st-century skills and social-emotional resilience.
- Purpose: To support working families and close the opportunity gap through "learning disguised as fun"—engaging activities that boost achievement outside traditional classroom hours.

Strategic Goals for the 2026-2027 School Year

In addition to the core framework, the program has established specific goals derived from community needs assessments and district priorities:

1. Alignment with Orosi High School A–G Requirements: A primary goal is to ensure

students are prepared for the transition to secondary education by aligning expanded learning activities with UC "a-g" admission eligibility. The program supports this by extending the instructional day and providing interventions that ensure students have the academic foundation necessary to meet college admission standards.

2. Academic Proficiency & Data-Driven Growth: The program aims to boost proficiency in core English Language Arts and Mathematics. Progress is measured through student benchmark assessments and tracking growth in specialized platforms like Skill Building and Read-Aloud, Levered Math, and Math Workshop, ensuring every student stays on or above grade level.
3. Consistent Homework Mastery: Daily structured time is dedicated to helping students complete assignments. Staff utilizes daily homework logs and teacher feedback loops to ensure that homework completion translates directly to improved classroom grades.
4. College and Career Readiness through Graduate Outcomes: The program is designed to foster the district's "Graduate Outcomes," preparing students to be College and Career Ready Scholars who are powerful communicators and ethical decision-makers. This includes aligning middle school activities with high school CTE pathways.
5. Human Capacity & the "Grow Our Own" Initiative: Aligned with Board Goal #2, the program invests in continuous training and coaching. COJUSD prioritizes the professional development of our local staff—many of whom are COJUSD alumni—to lead our programs, while simultaneously empowering parents and students to become leaders within the district.

The "Future Educator" Capstone

This activity brings the "Grow Our Own" mentality to life by allowing students to see themselves as future leaders and educators within COJUSD.

- The Workshop (Leadership): Middle school students participate in a "Lesson Design Lab" where they work with ELO-P staff to understand the district's Graduate Outcomes. They learn how to take a standard (e.g., Math 6.NS.C.5) and turn it into a 15-minute "Engagement Activity" for 3rd graders.
- ELA & Writing (Book Creator): Students write a "Teacher's Guide" for their activity, explaining the "Mission and Vision" behind their lesson and how it helps younger students reach a specific academic goal (ELA Standard W.8.2).
- College and Career Showcase: Students lead their designed activity for a small group of elementary peers. Afterward, they participate in a reflection session with the Expanded Learning Facilitator to discuss how their leadership contributed to the district's "Graduate Outcomes."

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Community-Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community-Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives, such as Community Schools, Multi-Tiered Systems of Support.

The Cutler-Orosi Joint Unified School District (COJUSD) prioritizes a multi-disciplinary, collaborative approach to program design. By integrating district pathways, community health providers, and school-based support staff, the Expanded Learning Opportunities Program (ELO-P) creates a seamless ecosystem of support that is responsive to the needs of students, families, and staff.

Involvement of Students and Families

Students and families are essential partners in the cyclical refinement of the program plan:

- Initial Planning and Needs Assessment: Program design is informed by Superintendent Forums and LCAP input sessions. Parents/guardians complete an Annual Interest Form every April to dictate enrichment priorities for the following year.
- Student Voice & Leadership: Students in grades TK–2 provide oral feedback, while older students complete interest surveys to identify preferred enrichment activities. Additionally, Site-Based Leadership Groups (two students per grade level, 3rd grade and up) meet bi-weekly to provide recommendations to the School Site Team.
- Equitable Communication: All outreach, surveys, and engagement sessions are conducted in both English and Spanish to ensure total accessibility.

School Support & Academic Pathways

To provide care, the ELO-P collaborates directly with internal district experts:

- Student Support Services: Site Leads work in tandem with School Social Workers, Counselors, and School Parent Coordinators to identify students needing additional social-emotional support or family resources, ensuring a "Whole Child" approach to after-school care.
- OHS Pathway Partnership: COJUSD utilized a "Vertical Alignment" strategy by partnering with Orosi High School (OHS) academies. Mentors and teachers from the Medical, Educational, Engineering, Agricultural, and Science Pathways visit sites to lead demonstrations, providing younger students with a clear vision of their future academic careers.

Strategic Community Partnerships

COJUSD leverages external expertise to broaden the program's impact:

- Family Health Care Network (FHCN): Partners with the district to provide health education and wellness resources, ensuring students have access to medical perspectives and healthy living initiatives.
- Big Brothers Big Sisters (BBBS): Facilitates 1-on-1 mentorship where high school "Bigs" guide "Littles" through STEAM and recreational activities.
- GrowthPoint Technologies: Provides specialized instructors and robotic kits for

Minecraft and Retro Game Development, challenging students to solve complex logic problems.

- The Family Education Center (FEC): Acts as a bridge for families to access housing, literacy, and social services, creating a stable foundation for student learning.
- Additional Partners: COJUSD maintains active collaborations with Save the Children, Girls on the Run, and the District-wide Community Learning Event Facilitator to enhance literacy and physical wellness.

Collaboration & Quality Control

- Monthly Partnership Meetings: District leadership meets with all Community-Based Organizations (CBOs) to calibrate safety expectations and service delivery.
- Quarterly Site Team Meetings: Leads convene with principals, parents, and students to clarify the program mission and review outcomes.
- Continuous Quality Improvement (CQI): The district engages in an annual Assess, Plan, Improve cycle, utilizing data to ensure fiscal oversight and program excellence.

Three Goals for the 2026-2027 School Year

1. Pathway Integration Workshops: Establish a monthly "Pathway Friday" where OHS Engineering or Medical students lead a hands-on lab at each elementary site, directly linking after-school activities to high school career sectors.
2. Parent Coordinator Empowerment Series: In collaboration with School Parent Coordinators, host afterschool workshops for families that focus on navigating A–G requirements and supporting "Learning Disguised as Fun" at home.
3. Social-Emotional Data Integration: Develop a shared feedback loop between ELO-P staff and School Social Workers to track the impact of community-building circles on student behavior and school connectedness.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Cutler-Orosi Joint Unified School District (COJUSD) Expanded Learning Opportunities Program (ELO-P) implements a comprehensive Continuous Quality Improvement (CQI) process rooted in the "Assess, Plan, Improve" annual cycle. This data-driven framework, managed by the District Afterschool Coordinator and executed by the Afterschool Leads and staff, ensures that program management and student activities are intentionally designed to foster academic success.

Collaborative Improvement Structure

To maintain high standards and alignment with district priorities, the CQI process is a collaborative effort involving:

- District Coordination: The District Afterschool Coordinator oversees the day-to-day quality of all sites, ensuring that the Afterschool Leads have the resources and data necessary to meet district expectations and ELOP goals.
- Site-Level Leadership: Afterschool Leads, in coordination with Site Principals, conduct regular "data chats" and peer learning community meetings. These leads are responsible for translating district data into actionable changes within their specific enrichment rotations and sports clubs.
- Community Oversight: The District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) provide a platform for parents to review data and offer feedback, specifically focusing on afterschool and ELOP services.

Collection and Use of Student Data

COJUSD is intentional about collecting and analyzing a variety of data points to refine student activities:

- Academic and Attendance Data: COJUSD analyze average daily attendance (ADA) and interim assessments in ELA and Math. The District Afterschool Coordinator monitors these results to identify learning gaps and measure the impact of front-loading interventions like LLI and Lexia.
- Social and Behavioral Data: To support emotional well-being, Afterschool Leads monitor social-emotional competencies, including perseverance and conflict resolution. This is achieved through behavioral tracking (PBIS data) and the California Healthy Kids Survey (CHKS) to ensure the environment remains supportive and restorative.
- Actionable Feedback Loops: Program quality data is collected through guided self-reflections and direct activity observations. The Afterschool Leads use this feedback to refine their staff's instructional strategies in real-time.

2026-2027 Prioritized Focus Standards:

1. Standard 1 (Safe and Supportive Environment): COJUSD will focus on improving check-in/out accountable supervision systems. By strengthening digital tracking protocols, we ensure continuous, accountable supervision—a leading priority for our families.
2. Standard 3 (Skill Building): COJUSD will strengthen the link between enrichment units and core academic standards. This includes refining the three-year rotation of monthly units (e.g., Financial Literacy, Robotics) to ensure they supplement instructional day lessons and explicitly build 21st-century competencies.
3. Standard 4 (Quality Staff): The District Afterschool Coordinator will implement a new "Staff Coaching Tier" where Afterschool Leads provide weekly modeling of engagement strategies, ensuring that instructional aides are effectively "growing their own" expertise in student management and curriculum delivery.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices,

including enrollment/registration, attendance tracking, etc.

Policies and Procedures

The Cutler-Orosi Joint Unified School District (COJUSD) maintains a rigorous administrative framework to ensure the Expanded Learning Opportunities Program (ELO-P) operates with fiscal integrity and full regulatory compliance. Governed by district-wide policies and a dedicated Expanded Learning Staff Handbook, the program undergoes annual updates as recommended if a substantive changes to the plan to remain aligned with evolving state laws and district procedures.

- Enrollment and Registration: Parents or guardians initiate participation by completing an annual Interest Form, typically in April, which is available in both English and Spanish. Following confirmation of eligibility—with priority given to unduplicated students—families must complete a comprehensive Enrollment Packet. This packet includes emergency contact information, health records, and an acknowledgement of program policies.
- Attendance Tracking Systems: To ensure precise data collection and accountability, COJUSD utilizes a dual digital tracking approach:
    1. ActivityHero: Employed for streamlined attendance management and real-time student tracking.
    2. Aeries Supplemental Attendance: The district's primary Student Information System (SIS), Aeries, is used to maintain permanent attendance records and provide staff with immediate access to student emergency data.
- Sign-In and Sign-Out Procedures:
    1. Student Check-In: Upon arrival from the instructional day, students are checked in by assigned staff members who verify their presence against digital rosters.
    2. Secure Release: Students are only released to individuals authorized in the Enrollment Application. For parents or designated guardians picking up students, the program requires a daily wet signature on the sign-out sheet to ensure a clear chain of custody.
    3. Walkers and Bus Riders: Staff members are assigned specifically to sign out students who have parental permission to walk home or ride district-provided transportation.
- Late Arrival and Early Release Policy: COJUSD implements a Board-approved Before and After School Late and Early Release Policy (most recently updated October 10, 2025). This policy requires all deviations from the standard program schedule to be documented with specific Board-approved codes, such as ASES After School Education and Safety Program (Attending Parallel Program/ELOP) or (Medical Appointment).
- Three-Tier Attendance Verification: To ensure the accuracy of data reported to the California Department of Education (CDE), a rigorous verification process is followed:
    1. Weekly: Site Leads compare daily sign-in/sign-out sheets against digital database reports for accuracy.
    2. Monthly: The ELO-P Clerk runs comparative reports to identify and correct any discrepancies.
    3. Semiannually: Leads conduct a final verification of all records prior to state reporting at the end of each semester.
- Record-Keeping and Auditing: All original attendance documents, enrollment packets,

and incident reports are securely stored at district facilities for a minimum of five years to facilitate state audits and internal reviews.

Addendum: Approved Manuals and Policies

The following documents are incorporated into this plan by reference and are available via the district's Expanded Learning Program website: https://www.cojusd.org/page/expanded-learning-program

- COJUSD Expanded Learning Staff Handbook
- Before and After School Late and Early Release Policy (Approved Oct 10, 2024)
- Student/Parent Program Orientation Packet

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

2026-2027 ELO-P Strategic Budget

Object Code	Category / Line Item	Allocation Amount	Strategic Detail
11003	Teacher - Auxiliary	$564,007.00	Supplemental certificated instruction.
13000	Certificated Supervisors	$166,730.81	Leadership from Administrator of Instructional Programs.
19003	Other Certificated - Auxiliary	$30,000.00	Reduced to prioritize core certificated staff.
21003	Instructional Aides - Auxiliary	$554,884.00	Targeted reduction; focuses site-leads on efficiency.
22000	Classified Support	$325,205.00	Scaled-back auxiliary

	Salaries		support for site operations.
23000	Classified Management	$93,735.00	Management of ELO-P operations by Program Manager.
24000	Clerical, Technical & Office	$116,263.00	Specialist and Secretary for program coordination.
30000	Employee Benefits	$1,052,160.00	Benefits for the 26.32 FTE core staff members.
40000	Books, Materials & Supplies	$216,292.00	STEM kits, literacy tools, and site supplies.
50000	Services & Operating Expenses	$1,348,713.00	Mentorship (BBBS), Study Tours, and vendors.
62000	Buildings & Improvements	$29,051.12	Reduced allocation for modular facility enhancements.
70000	Indirect Costs & Others*	$603,159.07	Includes indirect fees ($177,193) and sub-aide pools.
TOTAL	GRAND TOTAL EXPENSES	$5,100,200.00	Aligned with the board fiscal mandate.

Budget Narrative: Reflecting Community Needs

This budget is a direct reflection of the priorities identified by our families, Afterschool Leads, and the District Afterschool Coordinator. It ensures all expenditures are reasonable,

necessary, and allowable under ELOP guidelines:

1. Prioritizing Quality Human Capital

Over 85% of the budget (Object Codes 1000-3000) is dedicated to personnel. This reflects our community's need for a safe, supervised environment led by familiar faces. By investing in competitive salaries, we fulfill our "Grow Our Own" philosophy—hiring local community members and OHS alumni who are uniquely attuned to the cultural and linguistic needs of Cutler-Orosi.

2. Closing the Opportunity Gap through STEAM and Literacy

The allocation for Materials and Supplies (4000s) specifically targets academic acceleration. By funding evidence-based tools like IMSE (Orton-Gillingham) and STEAM kits, we provide our unduplicated pupils with high-cost resources they might not otherwise access, directly addressing the learning gaps identified in our annual needs assessment.

3. Support through Strategic Partnerships

The **Contracted Services (5000s)** budget is utilized to bring in experts that our families requested. This includes mental health support through the **School Social Worker/Counselor** pipeline and specialized industry exposure through our **Medical, Agricultural, and Engineering Pathways**. These costs are "necessary" to provide the specialized enrichment that leads to our district's **Graduate Outcomes**.

4. Sustainability and Compliance

The **Indirect Costs (7000s)** ensure that the District Afterschool Coordinator and fiscal team can maintain the **Continuous Quality Improvement (CQI)** cycle. This administrative support is vital for the "Assess, Plan, Improve" model, ensuring that every dollar spent results in a measurable improvement in student safety, engagement, and academic proficiency.

General Questions & Compliance

To ensure the program provides a comprehensive and legally compliant environment, the COJUSD ELO-P integrates the California Preschool Learning Foundations for our youngest learners while maintaining a rigorous 9-hour day for all students. This schedule intentionally supports the instructional day by bridging classroom concepts with high-interest, hands-on application.

TK–K Aligned Instruction & Operations

- Preschool Foundation Alignment: Instruction for TK–K is specifically prescribed by the Preschool/Transitional Kindergarten Learning Foundations (PTKLF). COJUSD focuses on social-emotional regulation, language development, and foundational motor skills to ensure a developmental continuum from the preschool setting into the elementary years.
- Safety-First Ratios: The district maintains a 10:1 ratio for TK/K and a 20:1 ratio for

Grades 1–8.

- Staffing Overflow System: In the event of an absence, an "Overflow Roster" is implemented. Students are redistributed to maintain legal ratios, with the supervising adult documented on hard-copy attendance sheets for 100% accountability.

Strategic Goals for the 2026-2027 School Year

1. Foundation-Based Mapping (TK-K): The District Afterschool Coordinator will work with TK–K staff to map every ELO-P activity to a specific Preschool Learning Foundation, ensuring play-based learning meets measurable developmental milestones.
2. Digital Attendance & Ratio Integration: Transition the "Overflow Roster" to a real-time digital dashboard accessible to Afterschool Leads, providing immediate alerts if a site approaches the 10:1 (TK/K) or 20:1 (1-8) threshold.
3. Field Trip "Capstones": Formalize a requirement where every educational field trip (e.g., Hilmar Cheese or the Jelly Belly Factory) concludes with a student-led presentation or digital portfolio entry, explicitly linking the trip to California State Standards or Preschool Foundations.

New Engaging Activity: The "Community Construction" Lab

Alignment: PTKLF Mathematics (Geometry/Spatial Sense) and ELA (Oral Language).

In this activity, TK–K students work with Afterschool Leads to apply preschool foundations through a large-scale building project.

- Math & Science (Spatial Sense): Students use blocks and recycled materials to build "neighborhoods." Following the PTKLF Geometry foundation (1.0), they identify and combine 3D shapes to create stable structures, testing "gravity" and "balance."
- Language & Literacy (Oral Development): Students narrate their building process to a "Site Lead" or peer. This aligns with the Language foundation (2.0), where students use increasingly complex phrases to describe their "architectural" decisions.
- Arts & Social-Emotional: Students must negotiate space and materials with their "construction team," practicing the turn-taking and cooperation skills central to the Preschool Foundations.

[1](California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2](California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

[3](*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

Existing After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) Elementary and Middle School grantees

Do you have an ASES Grant? [x] Yes [ ] No
Do you have a 21st CCLC Grant? [x] Yes [ ] No

The Cutler-Orosi Joint Unified School District (COJUSD) strategically braids ASES (After School Education and Safety) and ELO-P (Expanded Learning Opportunities Program) funding streams into a single, cohesive program. By adhering to the most stringent programmatic requirements across both grants, the district ensures universal access and a seamless experience for all students.

- ASES Foundations: ASES funds provide the bedrock for core operational costs at elementary and middle school sites, covering primary staffing and essential materials for the traditional after-school block.
- ELO-P Enhancements: ELO-P funding is strategically leveraged to bridge the gaps that ASES does not cover. This includes:
    - Early Childhood Access: Providing specialized services and a 10:1 ratio specifically for TK and Kindergarten students.
    - Extended Hours: Funding the bridge to ensure every site meets the comprehensive 9-hour daily requirement.
    - Intersession Programming: Supporting the mandatory 30 days of intersession (summer and non-school days) to ensure year-round student support.

Integrated Administration and Oversight

To ensure fiscal integrity and academic alignment, all grants are managed collectively under the leadership of the Director of Curriculum and Instruction, the District Afterschool Coordinator, and the Recreation and Enrichment Coordinator. This unified administrative structure ensures that every dollar—regardless of the source—is driving toward the same district graduation outcomes and high-quality standards.

Three Goals for the 2026-2027 School Year

1. Unified Fiscal Dashboard: The District Afterschool Coordinator will implement a consolidated budget tracking system to monitor expenditures across both ASES and ELO-P in real-time, ensuring 100% compliance with the specific allowability rules of each grant.
2. Intersession Pathway Expansion: Utilize ELO-P funds to design "Pathway Intensive" intersession camps. These 30-day programs will allow students to dive deeper into Medical, Engineering, and Agricultural themes that are introduced during the regular school year.
3. Cross-Grant Professional Development: Ensure all Afterschool Leads and aides receive a unified training package. Regardless of which grant funds their position, staff will be trained to the same high standards of SPARK, SEL, and Literacy Acceleration, creating a consistent experience for every student.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The Cutler-Orosi Joint Unified School District (COJUSD) ensures that programs serving Transitional Kindergarten (TK) and Kindergarten students provide a high-quality, developmentally appropriate environment. By maintaining a strict **10:1 pupil-to-staff ratio** and aligning instruction with specialized early childhood frameworks, we create a seamless educational continuum for our youngest learners.

Staff Recruitment and Preparation

- Targeted Recruitment: The district specifically recruits for Instructional, Recreation, and Preschool Aides. Outreach is focused on local colleges and early childhood education programs to attract candidates with a foundational understanding of child development.
- Specialized Orientation: New hires undergo an orientation focused on developmental milestones, age-appropriate behavior management, and instructional strategies tailored to the unique needs of four- and five-year-olds.
- Classroom Synergy: Staff receive ongoing professional development, including "Shadowing Days" where they observe school-day TK/K classrooms. This ensures that the language, routines, and instructional strategies used during the ELO-P are a consistent extension of the instructional day.

Maintaining the 10:1 Ratio and Safety

- Strategic Assignment: Staffing schedules are adjusted daily based on attendance to ensure the 10:1 ratio is never exceeded.
- The Overflow Roster: To mitigate staff absences, the district utilizes an "Overflow Roster" system. Students are redistributed among qualified personnel, with the supervising adult documented on hard-copy attendance logs for 100% accountability.
- Digital Monitoring (2026-2027 Goal): A primary objective for the upcoming year is the launch of a Real-Time Digital Dashboard. This tool will provide Afterschool Leads and the District Afterschool Coordinator with immediate alerts if any site approaches the 10:1 (TK/K) or 20:1 (Grades 1–8) threshold.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The Cutler-Orosi Joint Unified School District (COJUSD) ensures the Expanded

Learning Opportunities Program (ELO-P) is accessible to all eligible families through a multi-channel, culturally responsive communication and enrollment strategy. By removing linguistic, technical, and logistical barriers, we ensure that our most vulnerable populations have a clear pathway to participation.

Culturally and Linguistically Responsive Outreach

To effectively reach our diverse community, COJUSD ensures all materials and alerts are provided in both English and Spanish. Outreach efforts include:

- Digital Engagement: The district utilizes Thrillshare to power mobile-friendly website updates and ParentSquare for direct, two-way family engagement and emergency alerts.
- Social Media and Text Alerts: Deadlines and registration links are shared via Facebook and immediate SMS alerts to reach parents directly on their mobile devices.
- In-Person Outreach: Hard-copy flyers are maintained in school front offices. Furthermore, the district hosts Superintendent "Coffee & Pastry" Input Sessions and community forums to provide personalized assistance and gather program feedback.

Enrollment Process and Priority Access

Access is managed through a structured process designed to prioritize those with the greatest need while maintaining rigorous audit-ready documentation:

- Annual Interest Form: The district distributes an Interest Form to gauge demand. Program staff provide one-on-one assistance to families who may face literacy or technology barriers.
- Targeted Eligibility: Enrollment priority is given to Unduplicated Pupils (English Learners, Low-Income, Foster Youth, and students experiencing homelessness). Eligibility is verified in real-time through the Aeries Student Information System.
- Secure Documentation: Once confirmed, families complete a comprehensive Enrollment Packet. This includes a signed acknowledgment of program policies, such as Early Release and Late Arrival protocols.
- Chain of Custody: To ensure student safety, the program requires a digital or wet signature from an authorized adult for all student pick-ups.
- Compliance Storage: All original enrollment forms and sign-in sheets are maintained in a secure storage space for a minimum of five years, facilitating state compliance audits.

Transportation and Universal Access

COJUSD eliminates transportation barriers to ensure every student can attend. To ensure seamless access to our various study tours and travel-study locations, the district maintains a robust transportation network. For all off-campus activities and field trips, transportation is provided via:

- Daily Homebound Service: The district provides buses at the conclusion of the daily expanded learning program to transport students home safely.

- District Bus Fleet: Utilizing our primary school buses for local travel.
- ELO-P Dedicated Vans: District-purchased vans specifically designated for Expanded Learning Opportunities, providing flexibility for smaller groups.
- Professional Charter Contracts: For long-distance excursions and specialized study tours, we maintain formal contracts with charter bus services to ensure scholar comfort, safety, and reliability during extended travel.
- Medical Support: The Family Education Center provides transportation for students to attend essential medical appointments when necessary, ensuring health needs do not interfere with program participation.

Three Goals for the 2026-2027 School Year

Digital "Paperless" Enrollment & Communication

To increase convenience for working families while maintaining strict audit compliance, we have transitioned to a streamlined, multi-platform enrollment and communication system. By integrating ActivityHero and ParentSquare, we provide a modern, "paperless" experience that ensures no family is left behind.

- Mobile-Friendly Enrollment (ActivityHero): COJUSD utilizes ActivityHero as our primary digital enrollment portal. This secure, mobile-friendly platform allows parents to complete registration, manage schedules, and submit digital signatures from any device, significantly reducing the need for hard-copy packets.
- Secure Two-Way Communication (ParentSquare): To complement the enrollment process, we use ParentSquare for all district-to-family interactions. This provides a secure, two-way communication channel where parents can instantly message staff, receive real-time updates, and provide digital consent for excursions and activities.
- Hybrid Accessibility: While we prioritize our digital "paperless" options to support environmental sustainability and efficiency, we continue to offer traditional hard-copy packets. This ensures that every family, regardless of their technology access, can successfully enroll their scholars in our programs.
- Audit Compliance: All digital signatures and communications are archived and timestamped, ensuring our records remain fully compliant with state and federal reporting requirements while providing a transparent paper trail for both the district and the families.
- Targeted Outreach for Transient Populations: In collaboration with the District Homeless and Foster Youth Liaison, conduct monthly home visits or check-ins to ensure 100% of newly enrolled transient students are offered immediate ELO-P placement.
- Transportation Efficiency Audit: The District Afterschool Coordinator will work with the transportation department to optimize ELO-P bus routes, reducing student travel time and ensuring that 100% of students who require a ride home have a guaranteed seat.

Study Tours

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Educational Study Tours and Travel-Study Statement

The Cutler-Orosi Joint Unified School District (COJUSD) Expanded Learning Opportunities Program (ELO-P) utilizes field trips as high-impact "travel-study" opportunities. These excursions are designed to provide hands-on reinforcement of academic enrichment units. To ensure these trips are more than just outings, every experience follows a "Prep-Visit-Capstone" instructional model. All trips are coordinated specifically for the ELO-P, are strictly non-entertainment-based, and provide immersive educational experiences that foster academic and cultural growth.

Planting the Seed: Career Pathway Alignment

COJUSD utilize these travel-study tours to "plant the seed" for future academic success. By aligning our elementary and middle school trips with the Orosi High School (OHS) Career Pathways, we provide students with a clear vision of their future. Whether visiting a medical lab or an agricultural processing plant, students see the real-world application of the Medical, Engineering, Agricultural, and Science Pathways they can join in high school.

The "Prep-Visit-Capstone" Model

- Pre-Trip Lessons: Before departure, Afterschool Leads facilitate targeted lesson plans that introduce key vocabulary and core concepts. This "front-loading" ensures students have the background knowledge necessary to engage with experts on-site.
- The Travel-Study Tour: During the visit, students engage in guided inquiry, using "Investigation Logs" to record data and observations aligned with their pre-trip goals.

Sample Travel-Study Experiences

- Manufacturing and Animal Science (Grades TK–6):
  - Pre-Trip Lesson: Students study the "Seed to Shelf" cycle and basic food safety.
  - The Tour: Facility visits to the Jelly Belly Factory and Hilmar Cheese.
  - Pathway Link: Aligns with the OHS Agricultural and Science Pathways.
- Imagineering and Physics (Grades 3–8):
  - Pre-Trip Lesson: Hands-on labs focusing on simple machines, velocity, and force.
  - The Tour: Specialized sessions in Anaheim focusing on Disney Technology.

    - Pathway Link: Aligns with the OHS Engineering and Digital Arts Pathways.
- College and Career Readiness (Grades 4 and up):
    - Pre-Trip Lesson: Exploring the "Believing in the College Dream" curriculum.
    - The Tour: Visits to local college campuses and vocational centers.
    - Pathway Link: Aligns with the OHS Educational and Medical Pathways.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Program Fees and Equitable Access Statement

The Cutler-Orosi Joint Unified School District (COJUSD) provides the Expanded Learning Opportunities Program (ELO-P) at **no cost** to participating families. This "zero-fee" policy is a cornerstone of the district's commitment to equity, ensuring that financial constraints never serve as a barrier to high-quality academic enrichment and student safety.

Policy Implementation and Transparency

- Standardized Documentation: The prohibition of pupil fees for educational activities is explicitly codified in the Board-approved program policies and the district's Student/Parent Handbook. This ensures that the "no-fee" mandate is a permanent, transparent fixture of our district operations.
- Streamlined Enrollment: The absence of fees is clearly communicated to families during the registration process. Whether using the ActivityHero platform or hard-copy forms, the enrollment packet explicitly states that participation is free, allowing parents to confirm eligibility and secure a spot for their child without financial burden.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

Integrated Program Schedules and Elements Statement

The Cutler-Orosi Joint Unified School District (COJUSD) provides a comprehensive, 10-hour

integrated day (instructional day plus ELO-P) for all students, exceeding the state-mandated 9-hour minimum. Our programming is intentionally designed to support the "Whole Child," bridging the gap between core academics and high-interest enrichment.

Sample Program Schedule: Grades 1–8

This schedule ensures that students receive a balance of academic intervention and creative exploration, maintaining a rigorous focus on district Graduate Outcomes.

Updated Integrated Program Schedules

The Cutler-Orosi Joint Unified School District (COJUSD) has updated its ELO-P schedules to better serve the nutritional and academic needs of our students. The following schedules reflect a 10-hour integrated day, ensuring that students are fueled for success with both a nutritious supper and a late-afternoon snack.

Sample Schedule: Grades 1–8

This schedule aligns with the 3:00 PM dismissal from the core instructional day, providing a seamless transition into academic support and high-interest enrichment.

Time	Activity	Category / Requirement Met
6:30 AM - 8:00 AM	Academic Support & Literacy/Enrichment	Education/Enrichment Element
8:00 AM – 3:00 PM	Core Instructional Block	Core Education
3:00 PM – 4:00 PM	Academic Support & Literacy (LLI, Lexia, Math)	Educational Element
4:00 PM – 4:30 PM	Nutritious Supper (USDA Compliant)	Nutrition & Wellness
4:30 PM – 5:00 PM	Enrichment Rotation (STEAM, CTE, Theater)	Enrichment Element
5:00 PM – 5:30 PM	Nutritious Snack & Social	Nutrition & Wellness

	Integration	
5:30 PM – 6:00 PM	Structured Physical Activity (SPARK) & Dismissal	Physical Wellness

Sample Schedule: Transitional Kindergarten & Kindergarten

To support our youngest learners, the program maintains a 10:1 pupil-to-staff ratio and focuses on play-based learning aligned with the Preschool/Transitional Kindergarten Learning Foundations (PTKLF). COJUSD braid CSPP minutes with the core day to ensure a seamless developmental continuum.

Following the Preschool/Transitional Kindergarten Learning Foundations (PTKLF), this schedule maintains the 10:1 ratio while mirroring the meal times of the older grades for site-wide consistency.

Time	**Activity**	**Requirement Met**
6:30 AM - 8:00 AM	Academic Support & Literacy/Enrichment	Educ/Enrichment Element
8:00 AM – 3:00 PM	Instructional Day (Braided with CSPP)	Core Education
3:00 PM – 4:00 PM	Developmental Enrichment (e.g., Construction Lab)	Enrichment Element
4:00 PM – 4:30 PM	Nutritious Supper (USDA Compliant)	Nutrition & Wellness
4:30 PM – 5:00 PM	Guided Motor Skills & Creative Play	Enrichment Element
5:00 PM – 5:30 PM	Nutritious Snack & Storytelling Circle	Nutrition & Wellness

5:30 PM – 6:00 PM	Final Dismissal / Sign-Out	Transition

Core Program Elements Defined

- Educational and Literacy Element: This component provides targeted tutoring and intensive literacy/math acceleration. By utilizing evidence-based tools such as LLI (Leveled Literacy Intervention) and Lexia Learning, we ensure that students achieve mastery in core standards through small-group support and homework assistance.
- Educational Enrichment Element: Designed to expand horizons without replicating the school day, this element focuses on 21st-century skill building. Activities include STEAM robotics, introductory Career Technical Education (CTE) units, and Visual and Performing Arts (VAPA). These rotations are specifically designed to "plant the seed" for the OHS Career Pathways.

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

> Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular School Days and Hours
EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
***EC* Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
***EC* Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

(B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
***EC* Section 8483.4(b-d):**

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an "event" includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.
(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CONSENT

AGENDA ITEM: APPROVE SERVICE AGREEMENT WITH EDUCATIONAL RESOURCE CONSULTANTS (ERC)

ATTACHMENTS: ERC SERVICE AGREEMENT 2026-2027

FUNDING SOURCE: AFTER SCHOOL AND SAFETY (ASES)/AFTER SCHOOL SAFETY AND ENRICHMENT FOR TEENS (ASSETS)

DISCUSSION: Attached for Board approval is the service agreement between ERC and Cutler Orosi Joint Unified School District. ERC will provide comprehensive support for state and federal reporting requirements for expanded learning programs. The (Application Security Management) ASM system will include reporting features designed to assist the Client in accessing and organizing key data elements commonly required for compliance. This includes guidance and consultation, data collection, cleaning, and submission services aligned with the California Department of Education (CDE) and U.S. Department of Education requirements. The total cost of this agreement will be $14,225.00. The services will run from July 1, 2026, to June 30, 2027.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the service agreement between ERC and Cutler Orosi Joint Unified School District.**

PROPOSED ACTION: **APPROVE**

May 26, 2026

Service Agreement
Expanded Learning Comprehensive Solutions
2026-2027

ERC will provide Expanded Learning Comprehensive Solutions for Cutler-Orosi Joint Unified School District's expanded learning programs for the 2026-2027 school year.

ERC's expanded learning comprehensive solutions are described in the attached scope of work. These include:

- State and Federal Reporting Submission
- Program Quality Evaluation
- After School Report Cards

Contract Period
The period of this contract is from July 1, 2026, to June 30, 2027.

Fee

State and Federal Reporting	5 Sites x $750	$3,750
Program Quality Evaluation	5 Sites x $1,000	$5,000
After School Report Cards	5 Sites x $1,095	$5,475
Total	**5 Sites**	**$14,225**

ERC will submit invoices for payment with 50% due on or before September 30, 2026, and the remaining balance due on or before March 31, 2027.

05/26/2026

Steve Price Date
ERC

Superintendent or Designee Date
Cutler-Orosi Joint Unified School District

Scope of Work

State and Federal Reporting Submission

ERC will provide comprehensive support for state and federal reporting requirements for expanded learning programs. The ASM system will include reporting features designed to assist the Client in accessing and organizing key data elements commonly required for compliance. This includes guidance and consultation, data collection, cleaning, and submission services aligned with the California Department of Education (CDE) and U.S. Department of Education requirements.

ERC will:

- Coordinate with district partners to submit formal data requests in advance of reporting deadlines
- Receive and review student data directly from source systems
- Clean, validate, and merge school-day and after-school data in compliance with federal formatting requirements
- Submit final student data reports on behalf of the Client
- Provide post-submission audit support to ensure accurate and timely responses to any agency follow-up

District personnel are expected to provide timely access to required data (e.g., demographics, school day attendance, academic performance) in accordance with CDE and funding agency timelines.

After School Report Card

ERC will provide quantitative reports at both the site and district (or county) level. These reports will feature colorful, easy-to-understand charts and graphs that:

- Compare after school program participant demographics (gender, ethnicity, grade level, EL status) with demographics of the student population of the school.
- Analyze program attendance patterns.
- Analyze the relationship between program attendance and school outcomes (regular school attendance and academic achievement on state standardized tests including the CAASPP and ELPAC, and credits earned for high school students).

Program Quality Evaluation

ERC will make in-person site visits to each program site to conduct a program quality review based on CDE's Quality Standards for Expanded Learning in California. At each site visit, an ERC evaluator will:

- Conduct a guided self-reflection with the site coordinator.
- Observe program activities.

Following site visits, ERC will rate each program on each of the 12 Quality Standards using a three-point rating system based on stage of implementation (1 = early; 2 = developing; 3 = mature). These ratings will be submitted in a written report for each program site containing descriptions of findings, commendations for effective practices, and recommendations for improvement.

Dissemination of Findings

ERC will be available to conduct presentations on local evaluation findings to key stakeholder groups (site coordinators, school administrators, parents, school board, etc.) upon request.

School	Funding Type	Program
Cutler Elementary	ASES	Before School Base After School Base After School Supplemental
El Monte Middle	ASES	Before School Base After School Base After School Supplemental
Golden Valley Elementary	ASES	Before School Base After School Base After School Supplemental
Orosi High	ASSETs	After School Base
Palm Elementary	ASES	Before School Base After School Base After School Supplemental

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **APPROVE QUOTE FOR ZTAG**

ATTACHMENTS: **QUOTE FOR ZTAG AND SOLE SOURCE JUSTIFICATION LETTER**

FUNDING SOURCE: **AFTER SCHOOL AND SAFETY (ASES)**

DISCUSSION: Attached for Board approval is the quote from ZTAG to Cutler Elementary, Golden Valley, and Palm School for the acquisition of their ZUES V3 Active Learning Platform. The hardware package includes a central command center, 24 wearable devices, a high-capacity charging dock, and a rugged roller case for easy transport. This platform provides students with access to eight active-learning games specifically designed to reinforce Common Core State Standards, physical education, and social-emotional learning. ZTAG Active Learning Platform will be used during extended school hours. The total cost of this agreement will be $10,451.75.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the purchase of ZTAG.**

PROPOSED ACTION: **APPROVE**

Item #: 25

ZTAG
25060 Avenue Stanford Unit 115
Valencia, CA 91355

Quote ZTQ-260507-1

Quote Date : May 7, 2026 11:59 PM
Quote Expiration: Jul 31, 2026
Estimated Delivery : Jul 31, 2026

Account Name: **Cutler-Orosi Joint Unified School District**
Contact Name: **Luz Brambila** Contact Number:**(559) 827-3451**

BILL TO:

ATTN: Klarissa Moreno
12623 Ave 416
Orosi
California
US
93647

SHIP TO:

ATTN: Luz Brambila
41815 Rd. 128
Orosi
California
US
93647

#	Product Details	Qty	List Price	Amount	Discount	Tax	Total
1	**ZUES V3** ZUES V3 - Command Center with 24 ZTAGGER Pro – with 8 programs (Red Light Green Light, Zombie Survival, Rock Paper Scissors, Pattern Match, Keep Away, Math Match, Language Wave, Sequence Train). Complimentary training included!	1	$ 9,700.00	$ 9,700.00	$ 0.00	Tulare County - 7.75%	**$ 9,700.00**
2	**ZTAG Extended Care (1-year)** The ZTAG Extended Care Plan offers discounted replacements for zTagger Pros and Command Centers due to accidents or excessive wear, with up to six zTagger Pros replaced for free and one Command Center replaced at a reduced cost annually	1	$ 0.00	$ 0.00	$ 0.00	0.0%	**$ 0.00**

Sub Total	**$ 9,700.00**
Total Tax Amount	$ 751.75
Shipping Cost	$ 0.00
Grand Total	**$ 10,451.75**

Final delivery timeline dependent on PO receipt date

Tax and Discount Information

Tax Name: Tulare County - 7.75%
Discount Applied: Conference Special: Complimentary year of the ZTAG Extended Care ($930 value, per unit)

Terms and Conditions

We accept district and/or school POs

With Gratitude,

Kristin Neal
ZTAG Partner Relations Director
(626) 828-8000
Toll Free: (888) 3GO-ZTAG
sales@ztag.com
www.ZTAG.com

25060 Avenue Stanford Unit 115
Valencia CA, 91355

Date: March 2, 2026

Subject: Sole Source Justification Letter for ZTAG Active Learning Platform To

Whom It May Concern:

This letter confirms that ZTAG is the sole source provider for the ZTAG Active Learning Platform featuring the Z.U.E.S. 3.0 system. This determination is based on comprehensive market analysis and the unique patented technology exclusively available from ZTAG.

The Federal Acquisition Regulation (FAR) Subpart 6.302-1 defines a "sole source acquisition" as one where "the supplies or services required by the agency are available from only one responsible source, and no other type of supplies or services will satisfy agency requirements." ZTAG unequivocally qualifies as a sole source provider as the exclusive inventor, patent holder, and distributor of the ZTAG Active Learning Platform.

Unique Educational Value:

The ZTAG Active Learning Platform offers unique educational value that aligns with established educational standards and frameworks, including:

1. **Standards Alignment:** ZTAG directly supports multiple educational frameworks including Common Core State Standards, CASEL Social-Emotional Learning Competencies, National Physical Education Standards, and ELO-P Quality Standards through its proprietary activity library.



25060 Avenue Stanford Unit 115
Valencia CA, 91355

2. **Inclusive Design Features:** The platform's multi-modal engagement (visual, auditory, and tactile) with adaptive difficulty levels and customizable parameters provides accessibility for diverse learners in alignment with Universal Design for Learning principles.
3. **Patented Social Interaction Measurement:** ZTAG's proprietary technology uniquely measures and quantifies collaborative interactions between students, providing valuable data on social-emotional development unavailable from any other system.
4. **Specialized Learning Activities:** ZTAG's exclusive game library includes unique offerings such as:

   - Word Wave: Supporting language acquisition through English-Spanish/French vocabulary connections
   - Sequence Train: Building mathematical sequence understanding through collaborative counting activities
   - Math Match: Reinforcing mathematical operations through interactive challenges
   - Pattern Match: Developing pattern recognition essential for mathematical thinking
   - Zombie Survival: Inclusive role-based gameplay featuring Doctor status to engage students of all abilities

These unique features and capabilities directly support educational objectives and student development in ways that cannot be replicated by any other product on the market.





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Proprietary Technology:

ZTAG's patented technology includes:

- Proprietary Z.U.E.S. Command Center with multi-user management capability
- Custom-engineered ZTAGGERS wearable devices with multi-sensory feedback
- Self-contained networking technology requiring no external Wi-Fi or infrastructure
- Exclusive software platform with adaptive difficulty settings and customization options

These technological components and their integration represent intellectual property exclusive to ZTAG that cannot be legally duplicated or provided by any other vendor.

Implementation Support:

ZTAG provides comprehensive support unmatched by any comparable product:

- Implementation guidance for educational settings
- Training and professional development resources
- Regular software updates enhancing educational value
- Documentation for standards alignment and program integration

For these reasons, we recommend acquiring the ZTAG Active Learning Platform from ZTAG as a sole source procurement. This platform offers unique educational



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benefits that align with established educational standards while providing proprietary technology unavailable from any other source.

For additional information or to discuss implementation details, please contact:

Kristin Neal
kristin@ztag.com
(626) 828-8000

Sincerely,

Quan Gan



CEO
661-755-0275
quan@ztag.com

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

ZTAG, Inc

2 Business name/disregarded entity name, if different from above.

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☑ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . .

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)

(Applies to accounts maintained outside the United States.)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

5 Address (number, street, and apt. or suite no.). See instructions.

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Requester's name and address (optional)

6 City, state, and ZIP code

Valencia, CA 91355

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

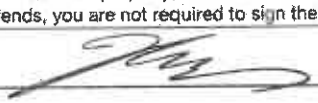
8	0	–	0	9	7	5	9	0	4

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here **Signature of U.S. person**  **Date** 03/14/2025

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

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ZTAG V3 – Educational Pricing Catalog 2026

Vendor Legal Name: ZTAG Inc.

Federal EIN: 80-097-5904
Primary Contact: Kristin Neal – Director of Partner Relations
Address: 25060 Avenue Stanford, Unit 115, Valencia, CA 91355
Phone: 626-828-8000 | **Email:** sales@ztag.com or kristin@ztag.com
Website: https://www.ztag.com

Pricing Schedule (ZUES V3 Platform)

All prices are FOB Destination (continental U.S.) and include freight unless otherwise noted.

Product / Service	Unit of Measure	Price (USD)	Notes
ZUES V3 System w/ 24 ZTAGGERS **Includes Command Center, Charging Dock, 8 Active Learning Programs, Rugged Roller Case, ZTAG Launch Pack with Playmaker Developer	Each System	$9,700.00	1-yr hardware warranty included
ZTAGGER V3 Wearable (replacement/expansion)	Each	$ 300.00	N/A

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Z.U.E.S. Command Center – Base without the ZTAGGERS	Each	$ 3,700.00	Replacement Base Unit Only
Extended Care – 1 Year	Per system	$ 930.00	Accidental damage + Software Updates (Over the Air)
Extended Care – 3 Year	Per system	$2,500	Above + Offline Updates Available + Trade-In & Upgrade Credit
Extended Care – 5 Year	Per system	$4,000	1 & 3 year coverage + Customizable Community Launch Pack ($1,000 value)

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ZTAG Launch Pack with Playmaker Developer

Each system includes:

- Access to live Playmaker sessions (Zoom)
- Training video library
- Quick Start Guide
- Educator Resource Library

Volume & Non-Profit Discounts

Quantity (Systems)	Discount
5 – 9	**7 %** off line items
10 +	**12 %** off line items

Non-Profit Discount: Qualified 501(c)(3) organizations may apply a 10% discount (whichever is greater vs volume discount).

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Payment & Terms

- **Payment Terms:** Net 30 days for schools and other public agencies with approved PO; all others 100 % prepaid.
  - **Prepayment Discount:** All prepaid orders are eligible for a 3% discount.
  - **Bulk Order Deposit Incentive:** Bulk orders (5+ units): A 50% deposit is highly encouraged to qualify for a 3% discount.
- **Delivery:** 3-21 calendar days ARO for in-stock items; custom projects may extend lead time. Out-of-stock items have up to a 10-week lead time.
- **Warranty:** 1-year hardware warranty on all ZTAG-branded equipment. Extended Care adds accidental-damage coverage but ***is not*** required for usage.
- **Returns:** All sales are final; no returns accepted.
- **Stolen Unit:** ZTAG systems are intentionally designed without location-tracking features to ensure student privacy and data protection. As such, we are unable to locate or recover lost or stolen units. Partners are responsible for securing equipment; we recommend inventory controls like hiding an Apple AirTag and in secure storage when not in use. Replacement units are available for purchase if needed.
- **Service Coverage Area:** Global service and shipping available (Alaska, Hawaii, and international destinations quoted individually).

Sole Source Statement – ZTAG INC.

ZTAG INC. is the sole manufacturer and exclusive distributor of the ZTAG Active Learning Platform, which includes proprietary wearable devices and the Z.U.E.S. Command Center. This platform is protected under multiple active patents held by ZTAG INC. and is not available through any other vendor. All hardware and software components are uniquely developed and maintained by ZTAG INC., and no alternative sources exist that offer equivalent functionality or compatibility.

Attachment: Sole Source Letter (March 2, 2026) – provided for agency procurement files.

Questions?
Contact **sales@ztag.com** or call **626-828-8000**.

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ZTAG V3 Product Specification Sheet

Version: ZUES V3 Platform 2026 — EDUCATIONAL

1. System Overview

The ZTAG Active Learning Platform is a non-contact, wearable-based active play system that builds SEL skills, movement, teamwork, and human connection for youth programs of all types. The V3 Universal Model introduces a new modular hardware architecture designed to improve reliability, reduce downtime, and simplify servicing.

No WiFi Required • Indoor/Outdoor Use • Supports 24 Players

Each system includes:

- 24 ZTAGGER V3 Wearable Devices
- 1 ZUES V3 Modular Command Center
- 1 Charging Dock (24-unit capacity with active cooling)
- 1 Rugged Roller Case
- Access to 8 Active Learning Games
- 1-Year Standard Hardware Warranty
- Optional Extended Care (1, 3, or 5 years)
- ZTAG Launch Pack with Playmaker Developer



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2. ZTAGGER V3 Wearable Specifications

2.1 Function

The ZTAG V3 system consists of 24 wearable game watches. These devices utilize motion and proximity sensing to facilitate non-contact tagging and group interaction.

2.2 Core Features

- Motion & proximity tracking
- Multi-color LED indicators
- Soft haptic vibration
- Child-safe silicone guard with reinforced housing
- Optimized RF performance for V3 Command Center

2.3 Technical Specs

- Battery Life: Up to 3–4 hours, depending on activity intensity
- Charge Time: 1 hour
- Housing: Impact-resistant ABS
- Cooling: Integrated dual-fan airflow via V3 charging dock
- Sweat Resistant (indoor/outdoor ready)
- RF Performance: Enhanced short-range RF optimized for high-density
- interaction



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3. ZUES V3 Command Center Specifications

3.1 Function

The ZUES V3 Command Center operates all ZTAG Active Learning Games and manages connected wearables. It serves as the central hub for gameplay, student engagement, session management, and instructional alignment for SEL, academic, and physical education outcomes.

3.2 Learning Specs

Included Active Learning Games:

- **Zombie Survival**
  This role-play game encourages teamwork, communication, and strategy as players must collaborate to rescue or "zombify" others.
- **Red Light / Green Light**
  A movement-control game where players must freeze or move on cue, building self-regulation and body awareness.
- **Rock / Paper / Scissors**
  A fast decision-making game that reinforces strategy, turn-taking, and social interaction.
- **Pattern Match**
  Players search for partners with matching patterns, supporting pattern recognition, quick thinking, and communication.
- **Math Match**
  Players solve simple math equations by finding the correct answer partner, promoting arithmetic fluency through movement and peer-to-peer learning.

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- **Keep Away**
  A dynamic evasion game where players avoid being tagged, encouraging spatial awareness and physical agility.
- **Word Wave**
  Players match English words with translations in both Spanish and French, reinforcing vocabulary and language connections through active play.
- **Sequence Train**
  Players form a sequence (counting, even/odd, skip-counting, etc.), fostering logical reasoning and cooperative problem-solving.

These games support learning in:

- Selected Common Core Math & ELA Practices
- SHAPE America Physical Education Standards
- 21st Century Learning Skills
- ELO-P Quality Standards

Download Additional Info for ZTAG Active Learning Games (Standards, SEL, Skills)

3.3 Core Features

- 13-inch touchscreen interface
- Fully integrated computer + router + antennas inside a modular top-lid assembly
- One-tap pairing for all wearables
- No external router or antenna mounting required
- Lightweight polycarbonate lid with improved signal integrity
- Field-replaceable top-lid module for rapid servicing and minimal Downtime

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3.4 Technical Specs

Power System:

- Triple power supplies for stable load distribution
- Modular power connectors (no soldered cables)

Cooling:

- Dual fans built into the charging dock for improved thermal stability
- Serviceability:
- All critical components are contained within the removable top-lid

Module

- Customer-performed swaps minimize downtime

Connectivity:

- Local short-range network (no WiFi required)

Chassis:

- Rugged rolling case
- Dimensions: W 13.5" × H 22" (+17" extendable handle) × D 9"
- Approx. 65 lbs with integrated wheels

Ports on Lid:

- Power, USB, Micro SD, HDMI extension

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4. System Capacity & Program Fit

4.1 Capacity

- Supports 24 players per system
- Expandable to 48 players with an additional unit
- Supports rotations of 24–100+ participants per hour

4.2 Program Uses

- After-school enrichment
- Camps & recreation programs
- SEL rotations
- Physical activity sessions
- Leadership & team-building
- Community events & large-group activations

5. Safety & Durability

- Designed for high-volume daily use
- Soft-touch, rounded wearables
- Impact-resistant housing & reinforced dock
- No tracking, microphone, or camera functionality
- FCC compliant
- Improved thermal design with active cooling
- Internal antennas prevent breakage associated with external mounts
- Lightweight bezel improves durability and signal strength

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6. What's Included in the Box

Item	Qty	Description
ZTAGGER V3 Wearables	24	Movement + proximity devices
ZUES V3 Command Center	1	Touchscreen with modular top-lid assembly
Charging Dock	1	24-unit dock with cooling fans
Power Supplies	3	Triple-PSU modular system
Rugged Roller Case	1	Protective storage & transport
Quick Start Guide	1	Setup & game instructions
Program Access	8 Games	SEL, movement, enrichment-focused games

7. Warranty & Extended Care

7.1 Standard Warranty

- 1-year hardware coverage for manufacturer defects

7.2 Extended Care Program (Optional)

Extended Care provides expanded protection beyond the standard warranty, including:

- Available in 1-, 3-, or 5-year terms



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- Accidental damage coverage with up to 6 ZTAGGER replacements
- Game and firmware updates

  Download Extended Care Program Overview (PDF)

8. Procurement & Compliance Notes

- Eligible under:
- Technology
- Instructional / Enrichment Materials
- Professional Learning

  FOB Destination · Freight Included · Global shipping available

9. Data Collection & Analytics

The system ensures all data is anonymous and remains local, automatically resetting with each session unless the data is explicitly saved. No personal data or location tracking is collected.

9.1 Metrics Tracked

- **Individual Step Count (per ZTAGGER)**

  Measures total steps recorded on each wearable during a session.
- **Full-System Step Count**

  Aggregates total movement across all active players.
- **Full-System Connections Count**

  Tracks how many times players connect face-to-face using ZTAG's exclusive interaction metric.



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- **Steps per Game Mode**

  Records total steps accumulated within each game.

- **Time per Game Mode**

  Tracks how long each game was played for session reporting.

9.2 Reporting Uses

- SEL & physical activity logs
- Grant documentation (ELO-P, ASES, 21st CCLC)
- Weekly program insights
- Activity & engagement challenges

10. ZTAG Launch Pack with Playmaker Developer

Included with every system.

- Live onboarding session via Zoom
- Training video library
- ZUES V3 Quick Start Guide
- Educator Resource Library
- Branding & Community Launch Pack

Note: Additional Professional Development available upon request.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: CURRICULUM/INSTRUCTION

AGENDA ITEM: APPROVE JUNE CURRICULUM AND INSTRUCTION REPORT

ATTACHMENTS: N/A

FUNDING SOURCE: N/A

DISCUSSION: The Director of Accountability, Student Services, and Categorical Programs will present the LCAP draft.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Curriculum and Instruction Report.**

PROPOSED ACTION: **APPROVE**

Item #: 26

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION:	**CURRICULUM/INSTRUCTION**
AGENDA ITEM:	**APPROVE RENEWAL OF READING SCREENER TOOL: AMIRA**
ATTACHMENTS:	**AMIRA QUOTE**
FUNDING SOURCE:	**READING SCREENING FUND AND GENERAL FUND**

DISCUSSION: On July 10, 2023, California Senate Bill 114 (Education Code 53008) went into effect, mandating universal screening for reading difficulties, including dyslexia, for students in kindergarten through second grade. This legislation aims to support early identification and intervention, ultimately improving literacy outcomes and narrowing achievement gaps. Attached for Board approval is the quote to renew Amira, the District's chosen screener tool. The total cost is $17,437.50.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the renewal of Amira.**

PROPOSED ACTION: **APPROVE**

Item #: 27

AMIRA
LEARNING

Quote: Q-90858
Prepared For: Cutler-Orosi Joint Unified School District
Quote Issue Date: 3/09/2026
Expires On: 7/31/2026

QUOTE

Amira Q-90858

PREPARED FOR

Cutler-Orosi Joint Unified School District
12623 Avenue 416
ACCOUNTS PAYABLE
Orosi, CA, 93647-2017

YOUR AMIRA PARTNER

Jonathan San Roman

jonathan.sanroman@amiralearning.com

AMIRA
LEARNING

Quote: Q-90858
Prepared For: Cutler-Orosi Joint Unified School District
Quote Issue Date: 3/09/2026
Expires On: 7/31/2026

CA RDRS K-2

QTY	Product	Campus	Start Date	Months	Sales Price
775	CA RDRS K-2		7/01/2026	12	$17,437.50

AMIRA
LEARNING

Quote: Q-90858
Prepared For: Cutler-Orosi Joint Unified School District
Quote Issue Date: 3/09/2026
Expires On: 7/31/2026

Start Date: 7/01/2026	**Term:** 12	**End Date:** 6/30/2027

List Amount	$17,437.50
Tax Amount	$0.00
Customer Total	$17,437.50

AMIRA LEARNING

Quote: Q-90858
Prepared For: Cutler-Orosi Joint Unified School District
Quote Issue Date: 3/09/2026
Expires On: 7/31/2026

DISCLAIMER: Pricing is as quoted and subject to change with any edits to bundle configurations, enrollment updates, or other revisions. Additional Options (to be paid in full). Totals do not include tax (if applicable):

Failure to provide the below will cause a delay in processing your order.

- Please email your Purchase Order that includes this quote number to orders@amiralearning.com.
- Digitally signed contract provided to you upon commitment with your Amira partner

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective authorized representatives whose signatures appear below.

Amira Terms of Use: https://amiralearning.com/amira-terms
Amira Privacy Policy: https://amiralearning.com/amira-privacy

AMIRA
LEARNING

Quote: Q-90858
Prepared For: Cutler-Orosi Joint Unified School District
Quote Issue Date: 3/09/2026
Expires On: 7/31/2026

Amira	**Customer**
Signature _____	Signature _____
Printed Signature: _____	Printed Signature: _____
Title: _____	Title: _____
Dated: _____	Dated: _____

To ensure timely and accurate fulfillment, please provide the requested contact information below:

Primary Implementation Contact	**Accounts Payable / Billing Contact**
Name: _____	Name: _____
Email: _____	Email: _____
Phone: _____	Phone: _____

AMIRA
LEARNING

Quote: Q-90858
Prepared For: Cutler-Orosi Joint Unified School District
Quote Issue Date: 3/09/2026
Expires On: 7/31/2026

District Technology Contact	**District Data Contact**
Name:	Name:
Email:	Email:
Phone:	Phone:

Acceptance of Terms. Customer accepts this quote, and forms a binding agreement with Amira Learning, Inc. ("Amira"), by (a) issuing a purchase order ("PO") that references this quote, (b) emailing a written acceptance to the Amira contact listed below, or (c) executing any separate written agreement that Amira provides to Customer for signature in connection with this quote. No countersignature on this quote is required, except where Amira has provided Customer with a separate written agreement for execution, in which case acceptance occurs upon execution of that agreement. By accepting this quote in any manner described above, Customer agrees to be bound by (i) the terms of this quote, (ii) Amira's Terms and Conditions at amiralearning.com/amira-terms, and (iii) Amira's Privacy Policy at amiralearning.com/amira-privacy, each of which is incorporated herein by reference. The individual issuing the PO, sending the written acceptance, or signing the separate written agreement represents that he or she is authorized to bind Customer.

Order of Precedence. In the event of any conflict between (a) any separate written agreement executed by authorized representatives of both Amira and Customer, (b) any state or regional addendum applicable to Customer and executed by both parties, (c) the terms of this quote (including the Amira Terms and Conditions and Privacy Policy), and (d)

AMIRA
LEARNING

Quote: Q-90858
Prepared For: Cutler-Orosi Joint Unified School District
Quote Issue Date: 3/09/2026
Expires On: 7/31/2026
the terms of any Customer-issued purchase order, the order of precedence is (a), (b), (c), and then (d). Any changes to the standard terms set forth in this quote, the Amira Terms and Conditions, or the Privacy Policy require a separate written agreement signed by authorized representatives of both parties. Modifications proposed unilaterally by Customer (whether on a purchase order, in correspondence, or otherwise) shall have no effect unless accepted by Amira in such a signed written agreement.

Version Pinning. The version of Amira's Terms and Conditions and Privacy Policy in effect on the Quote Issue Date shall apply for the term of this Order. Material changes shall not apply retroactively to this Order without Customer's written consent.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE DANCE AND CHOREOGRAPHY 1 COURSE OUTLINE**

ATTACHMENTS: **COURSE OUTLINE**

FUNDING SOURCE: **NONE**

DISCUSSION: The Director of College and Career requests approval of the Course Outline for Dance and Choreography I (Concentrator Course) aligned to the Career Technical Education Arts Media and Entertainment Sub Pathway 112A in Performing Arts. This course will be implemented in the 2026-2027 school year.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Dance and Choreography 1 Course Outline.**

PROPOSED ACTION: **APPROVE**

Item #: 28

COURSE TITLE:	**Dance & Choreography I**
OHS Course #:	(_____) Dance & Choreography I
CDE #:	
CALPADS TITLE:	Dance & Choreography I
CALPADS #:	7231 Intermediate Dance
CALPADS SECTOR:	Arts, Media & Entertainment
CALPADS PATHWAY:	Dance & Choreography I (Sub Pathway 112A-Performing Arts)
COURSE CLASSIFICATION:	Concentrator

CTE COURSE SEQUENCE FOR CCI COMPLETION:

Dance & Choreography I (Concentrator) Cal Pads #7231 (2026-2027)
Dance & Choreography II (Capstone) Cal Pads #7232 (2027-2028)

JOB TITLES:

25-1121.00	Art, Drama, Dance and Music Teachers
27-1011.00	Art Directors
29-1125.00	Recreational Therapists
27-1012.00	Craft Artists
27-2031.00	Dancer/Actor
27-1027.00	Set and Exhibit Designers
25-3021.00	Self-Enrichment Educator

DATE APPROVED:	
REVISED DATE(S):	**May 2026**
HOURS:	180
CREDITS:	10
PREREQUISITES:	None
GRADE LEVEL:	10-12
ARTICULATION(S):	Will Attempt UC a-g approval "F" in 2026-2027

I. COURSE DESCRIPTION:

This course introduces students to the fundamentals, elements, interpretations and dance styles of Ballet, Jazz, Tap, Lyrical, and Hip Hop. Students will build technical skills, explore choreographic principles, and analyze the historical and cultural significance of each style. Students will learn the varying techniques, devise original work, perform in a variety of environments and explore careers in performing arts. The students will learn about choreography in all dance styles while building technique. Students will work collaboratively in production environments and gain a broad understanding of opportunities for dance professionals including professional performance, art direction and choreography, stage management, production design and technology, education, and fitness. Students will build technical skills, explore choreographic principles, and analyze the historical and cultural significance of each style. Emphasis is placed on students gaining hands-on experiences through concurrent dance instruction and/or formal and informal performances to engage with community through shows and recitals,in preparation for local, regional, state and or national competitions or venues.

Yearlong Course Outline: Dance and Choreography Pathway

This yearlong course is designed for students in the **Performing Arts Pathway (Sub-Pathway 112)** within the Arts, Media, and Entertainment (AME) sector. The course provides a comprehensive foundation in multiple dance genres while preparing students for professional industry standards.

II. Student Learning Outcomes (SLOs)

1. **Technical Proficiency:** Demonstrate basic to advanced knowledge and execution of footwork and choreography across five major dance genres.
2. **Creative Expression:** Apply choreographic principles to create and communicate meaning through original dance pieces.
3. **Critical Analysis:** Evaluate individual and group progress, identifying areas for growth through self and peer critique.
4. **Cultural Literacy:** Identify and analyze the historical and cultural influences that have shaped the evolution of various dance styles.

III. Course Competencies

- **Health and Safety:** Demonstrate proper safety warm-up routines and maintain a health-enhancing level of fitness.
- **Theatrical Production:** Demonstrate knowledge of routines, sequences and communicate effectively through public performances, stage presence and be aware of their facial expressions, theatrical hair, make-up, and costume application for live performances.
- **Professionalism:** Maintain a professional appearance and stage presence during public performances, as well as demonstrate character traits that will represent the dance team, school and community in a positive manner.
- **Collaboration:** Describe and model teamwork and leadership skills within a dance troupe.

The students will demonstrate employable skills and knowledge in the following areas:

❒ Respect each other's physical space, maintaining a safe and healthy learning environment
❒ Demonstrate understanding of musical rhythm

❒ Achieve and maintain a health enhancing level of fitness

❒ Demonstrate safety warm up routine practices

❒ Develop their bodily and kinesthetic intelligence understanding

❒ Learn about the dance styles of Ballet, Jazz, Tap, Lyrical, and Hip Hop and their historical and cultural influence and impact on pop culture, dance, music, make-up artistry, and clothing design today.

❒ Analyze the historical background and the influence in each musical repertoire, piece, set, etc.

❒ The student will demonstrate the ability to analyze sound and movement by comparing and contrasting different styles of music/dance

❒ The students will demonstrate the ability to understand the differences between the genres of dancing

❒ Explain the symbolism and historical content of music within the genres of dance

❒ Apply the footwork learned to create their own (musical) performance prior to engaging in any physical activity

❒ Explain the expectations and responsibilities of a professional dance within a dance troupe

❒ Properly change into and out of regional accurate costumes and accessories

❒ Follow and adapt to advanced choreography

❒ Memorize the sequence order of footwork pattern

❒ Students are able to demonstrate knowledge and application of theatrical make-up artistry, hair styles and costume design

❒ Determine and demonstrate their knowledge of routines and sequences

❒ Communicate effectively through public performances, stage presence and be aware of their facial expressions

❒ Describe the roles of teamwork and leadership skills in the dance troupe and their cultural contributions to their community

❒ Maintain a professional appearance at all times and an awareness of their audience during public performances

IV. Scope and Sequence of Units

Unit	Focus Area	Key Objectives (Aligned to CTE AME Standards)	Assessment & Success Criteria
1	**Foundations & Safety**	Identify career interests and safety procedures (Anchor 3.1, 6.0). Practice personal safety when moving equipment (6.4, 6.5).	**Safety Quizzes & Test:** Demonstrate 100% mastery of studio rules. **Success Criteria:** Correct execution of ergonomic lifting and injury prevention techniques.

- **Academic Vocabulary: Ergonomics**, **kinesthetic intelligence**, **injury prevention**.
- **Skills:** Students will master **safety warm-up routines** and apply **kinesthetic communication** for clarity of intent. Key technical skills include practicing **personal safety** and ergonomics when moving, bending and or use of equipment.
- **Assessment Success Criteria:** Demonstrate 100% accuracy in identifying hazard symbols and executing injury prevention techniques during floor work.
- **History:** Dance as a professional discipline evolved from ritualistic communal movements to structured performance art across all genres, with safety standards and ergonomics developing alongside 20th-century sports science.

2	**Ballet Fundamentals**	Apply movement skills and vocabulary (B1.1). Utilize highly developed physical coordination for axial movement (B1.2).	**Technical Barre Exam:** Perform a sequence demonstrating turnout and alignment. **Success Criteria:** Precision in positions and fluidity of movement phrases.

- **Academic Vocabulary:** Alignment, professional vocabulary of dance, refined body articulation (the ability to move and control different parts of the body (such as the feet, spine, and hands) independently, precisely, and with fluid intention)
- **Skills:** Apply **physical coordination and control** when performing complex axial movement phrases (e.g., balance, strength, and refined body articulation). Use **professional vocabulary** to describe movements.

- **Assessment Success Criteria:** Successful execution of basic positions and alignment; judged on **stage projection** and "difficulty of footwork".
- **History: Origin:** Renaissance Italy (15th century). It evolved into a formal concert dance in the French courts under Louis XIV, later developing into the Romantic and Classical styles of the 19th century.

3	**Jazz Elements**	Apply music elements like rhythm and tempo to performance (B4.3). Perform combinations in response to industry prompts (B4.6).	**Choreography Project:** Create a 2-minute jazz piece using syncopation and leaps. **Success Criteria:** Accuracy of rhythm and clarity of stylistic intent.

- **Academic Vocabulary:** Syncopation, stylistic nuance, industry-specific prompt
    - Dynamics and Energy (Time/Energy) These prompts manipulate how a dancer moves through time and the effort they exert.
    - Conceptual & Character Work (Theatrical) - To add emotional depth or narrative to a routine, choreographers assign character or setting-based instructions
- **Skills:** Apply **basic music elements** such as rhythm, meter, and tempo to construct and perform combinations. Perform movements that utilize syncopation in response to **industry-specific prompts**.
- **Assessment Success Criteria:** Correct execution of rhythmic syncopation; accuracy of music and **use of space**.
- **History (External): Origin:** African American vernacular dance (late 19th/early 20th century). It evolved alongside jazz music, blending West African polyrhythms with European technical structure, eventually becoming a staple of Broadway and film.

4	**Tap & Musicality**	Deconstruct music using elements and terminology (B2.0). Demonstrate rhythmic notation through movement (B2.3).	**Rhythmic Skills Test:** Perform complex footwork patterns in time. **Success Criteria:** Rhythmic clarity, difficulty of footwork, and accuracy of sound.

- **Academic Vocabulary: Rhythmic notation**, **melodic transcription**, **timbre**
- **Skills:** Memorize and execute complex **footwork patterns**. Students must demonstrate the ability to **transcribe songs** into melodic and rhythmic notation through footwork sounds.
- **Assessment Success Criteria:** High "difficulty of footwork"; rhythmic clarity and ability to maintain **tempo** without visual cues.
- **History (External): Origin:** 19th-century United States. It evolved from a fusion of British Isles clog/step dancing and West African tribal dances, becoming a prominent feature of Vaudeville.

WINTER	**COMMUNITY SHOW**	**Winter Showcase Performance:** Perform advanced sequences for a live audience (B4.5, B4.8).	**Performance Evaluation:** Live show grading. **Success Criteria:** Stage projection, dance routines and ability to handle costume changes on time.
5	**Lyrical Interpretation**	Apply kinesthetic communication to demonstrate clarity of intent (B1.3). Perform original works with personal artistic intent (B4.9).	**Solo Expression Piece:** Perform a lyrical piece focused on narrative storytelling. **Success Criteria:** Emotional resonance, fluid movement, and control.

- **Academic Vocabulary: Metaphor**, **subtext**, **personal artistic intent**
- **Skills:** Apply **kinesthetic communication** to demonstrate stylistic nuance. Perform original works that communicate **personal artistic intent** and narrative meaning.
- **Assessment Success Criteria:** Emotional resonance and **clarity of intent**; fluidity of transitions between locomotor and axial movements.
- **History (External): Origin**: 20th-century blending of Ballet and Jazz. It evolved to emphasize emotional expression and lyrics, gaining popularity through contemporary dance companies and commercial media.

6	**Hip Hop Culture**	Analyze how electronic media influences dance values (B7.1). Create dance in response to industry prompts (B4.4).	**Historical Research Essay:** 4-page paper on the origins of Hip Hop. **Success Criteria:** Depth of research and organization of findings.

- **Academic Vocabulary: Aesthetic values**, **electronic media productions**, **sociopolitical issues**
    - Aesthetic Values include improvisation, individuality, rhythm, and energetic reciprocity over rigid, Eurocentric perfection. The culture challenges established norms through stylized posture, polyrhythm, and a fierce drive for originality
        - Individuality and Originality
        - Energetic Reciprocity
        - Musicality
        - Groundedness and Athleticism
        - Competition and Battle Culture
        - The Five Pillars of Hip Hop: The culture as a whole is built on five interconnected elements: DJing (aural), MCing (oral),

Breakdancing (physical), Graffiti (visual), and Knowledge (mental).

- **Skills:** Analyze how **electronic media** and television influence dance values and behaviors. Create performances that respond to the "aesthetic values that drive professional performance" in the industry.
- **Assessment Success Criteria:** Accuracy of **costume and styling** relative to the genre; ability to adapt movements to "industry performance products".
- **History: Origin:** 19th-century Bronx, NY. It evolved from social dances within Black and Latino communities, incorporating breaking, popping, and locking, and is heavily influenced by the four pillars of Hip Hop culture (DJing, MCing, Graffiti, and Breaking).

7	**Choreography & Comp.**	Use evaluation criteria to assess professional work (B8.2, B8.4). Notate dances using personal systems (B4.2).	**Competition Mock-Up:** Groups compete under judging criteria. **Success Criteria:** Footwork difficulty, use of space, and stage projection.

- **Academic Vocabulary:** Labanotation, motif writing, complex evaluation criteria
  - Labanotation is a system used to record and analyze human movement.
- **Skills:** Use **complex evaluation criteria** to compare and contrast various professional genres. **Notate original dances** using personal systems or Labanotation. (Abstract system for analyzing and recording human movement using geometric symbols which acts like a musical score for dancing, allowing choreographers to document steps, body parts, timing, and spatial directions so they can be accurately preserved and reconstructed later)
- **Assessment Success Criteria:** High marks in all four competition judging categories: **Difficulty of footwork, use of space, accuracy of music & costume, and stage projection.**
- **History:** The formalization of dance competitions emerged in the mid-20th century to standardize technical levels across studios and schools.

8	**Career & Prof. Practice**	Explore the connection between preparation and professional standards (B9.0). Examine training needed for dance careers (B9.1).	**Professional Portfolio:** Create a resume and career plan. **Success Criteria:** Professional presentation and alignment with personal goals.

- **Academic Vocabulary:** Industry occupations, employment habits, pre-production, strike down
- **Skills:** Create a **career plan** leading to professional performance. Research job market success skills and essential employment habits through group presentations. Develop a digital portfolio
- **Assessment Success Criteria:** Professionalism in appearance; awareness of audience; and mastery of **theatrical hair and makeup** application without help.
- **History:** As the dance industry grew, career pathways expanded from stage performance to include teaching, directing, and physical therapy.

SPRING	**RECITAL & COMP.**	**Spring Recital & Regional Competition:** Participate in community events and state-level competitions.	**Final Performance Portfolio:** Completion of pre-production through strike down. This is the theatrical process of clearing the stage, removing props, dismantling set pieces, and or putting away costumes after a performance or rehearsal has concluded **Success Criteria:** Professional ethics, teamwork, and audience awareness.

V. Community Engagement & Career Readiness

- **Winter Show:** A formal performance at a local community event focusing on dance genre styles and costume changes. Students will perform advanced sequences while demonstrating knowledge of hair, make-up, and costume application.
- **Spring Recital:** An end-of-semester showcase displaying student-led choreography and technical growth.
- **Competitions:** Students will participate in local, regional, and or state competitions, where they are evaluated on technical skill, difficulty, and stage projection. Students will be evaluated on their ability to adapt to **industry-specific prompts** and professional standards.
- **Career Education:** Students will research careers in dance and choreography, job market and labor index, educational and post-secondary pathways, and essential employment skills required and acquired via individual and or group presentations. Students will create a digital portfolio.

(1) **Student Digital Portfolio Expectations -** The student portfolio serves as a "collection of work that offers evidence through assessment and evaluation of skills and knowledge competency" in both the anchor and pathway standards.

- **Evidence of Technical Mastery:** The portfolio must contain recorded evidence (video) of the student performing complex **locomotor and axial movement phrases** across the studied genres (Ballet, Jazz, Tap, Lyrical,

and Hip Hop), demonstrating refined body articulation, agility, and strength.

- **Choreographic Samples & Notation:** Students include original choreographic works and their corresponding notations using personal systems, Labanotation, or motif writing. This section must demonstrate the student's ability to apply choreographic principles to communicate original intent.
- **Critical Analysis & Self-Reflection:** A required element is the inclusion of written discipline-specific critiques of both professional works and the student's own performances. These reflections must use professional vocabulary to evaluate the aesthetic values and technical precision of the work. Peer to Peer Critiques can also be included.
- **Technical Production Artifacts:** To show mastery of theatrical production, students must document their knowledge of **theatrical hair, makeup, and costume application** through high-quality photos or instructional summaries.
- **Professional Documentation:** The portfolio must include a current **resume**, a formal **career plan** leading to professional performance, and evidence of successful mock interviews.

(2) **Career Research Project Elements -** The career research project is a sustained investigation designed to help students make informed career decisions while identifying the skills necessary for the professional workplace.

- **Occupation & Job Market Scope:** Students must research a variety of **industry occupations** (e.g., Dancer, Choreographer, Artistic Director, or Talent Manager) and analyze current **job market trends** and success skills.
- **Requirements for Entry:** The project must detail the specific **training, education, and experience** needed to pursue performance or technical options in the dance sector. This includes researching certification, licensure, and postsecondary education pathways.
- **Essential Employment Habits:** Research must highlight the "habits, attitudes, and skills" required for workplace success, such as **teamwork, leadership**, accountability, and a **positive work demeanor**.
- **Professional Organizations:** Students must identify and describe the role of professional associations, industry associations, and organized labor in the dance and choreography field.
- **Workplace Ethics & Safety:** The project includes an analysis of sector-specific ethics, copyright laws, and safety regulations (such as OSHA and ergonomic standards) relevant to the performing arts.
- **Project Output:** The research culminates in an internet-research group and or individual npresentation and a written summary that demonstrates the student's ability to "synthesize, summarize, compare, and contrast information from multiple sources".

VI. Assessment Success Criteria in Dance & Choreography

Across all assessments, students are evaluated on the following criteria stipulated from the AME Standards:

- **Technical Mastery and Difficulty of Footwork:** Execution of complex axial and locomotor phrases,and technical accuracy of steps.
- **Use of Space:** Strategic movement across the performance area.
- **Stage Projection and Performance Quality:** Effective communication with the audience through facial expression, energy and stage projection to communicate intent.
- **Accuracy of Music & Costume:** Alignment with the specific requirements of the dance genre.
- **Rhythmic Accuracy:** Alignment with the music's meter and tempo.
- **Professionalism:** Maintain ethical conduct and a professional appearance during peer critiques and performances on and off the stage.

VII. Work Based Learning:

- Educational Tour in Performing Arts:
  - Disney Imagine Campus Tour Performing Arts and Choreography in California (Some Years they do not provide)
- California Institute of Arts Campus Tour in Valencia, California

Dance Performance Rubric

Category	4: Exceeding Standards Mastery	3: Meeting Standards Mastery	2: Nearing Standards Mastery	1: Not Meeting Standards Mastery
Difficulty of Footwork	Flawless execution of complex, advanced locomotor and axial phrases with exceptional precision, strength, and body articulation.	Proficient execution of complex sequences; maintains control and clarity with only minor technical errors.	Basic execution of footwork; demonstrates knowledge but lacks precision or control in more advanced sequences.	Struggles with basic footwork; lacks technical clarity and sequence memorization.
Strategic Use of Space	Masterful utilization of the entire stage; executes complex floor patterns with superior awareness of physical space and other dancers.	Effective use of the stage area; clear movement through varied floor patterns and consistent spatial awareness.	Limited or repetitive use of the performance area; occasional lapses in spatial awareness relative to others.	Poor use of space; stays confined to one area of the stage or lacks awareness of performance boundaries.

Accuracy of Music & Costume	Perfect synchronization with rhythm, meter, and tempo; costume and theatrical styling are authentically applied and genre-perfect.	Strong synchronization with the music's elements; regional or genre-specific attire and makeup are accurately applied.	Inconsistent timing with music; minor inaccuracies in costume application or theatrical styling.	Frequent errors in rhythm/timing; costume or theatrical styling is incorrect or poorly managed.
Effective Stage Projection	Exceptional kinesthetic communication; powerful stage presence and facial expressions that masterfully convey the original intent of the work.	Clear audience connection; consistent energy and appropriate facial expressions that demonstrate the intended narrative.	Limited connection with the audience; fluctuating energy levels and neutral or inconsistent facial expressions.	Lacks stage presence; no audience connection or facial engagement; energy does not reflect the artistic intent.

Unit Matrix Alignment to CTE Anchor standards, Dance and Choreography Pathway Standards and Common Core ELA

(Listening, Speaking, Reading and Writing Standards)

Unit 1: Foundations & Safety

Focus: Personal health practices, studio safety, and career goal setting.

Standard Category	Standard Code	Objective / Description
CTE Anchor	3.1, 6.0, 10.2	Identify personal career interests and master classroom safety procedures and regulations.
CTE Pathway	B9.0, B9.1	Explore the connection between preparation and professional standards; examine training needed for dance.
CC ELA Reading	RLST 11-12.1-10	Read and interpret technical safety manuals and hazard signs in the dance studio.
CC ELA Writing	WS 11-12.1-10	Complete safety surveys and draft personal career goal statements.
CC ELA L & S	LS 11-12.6	Use professional sector terminology effectively when discussing safety protocols.

Unit 2: Ballet Fundamentals

Focus: Alignment, coordination, and classical vocabulary.

Standard Category	Standard Code	Objective / Description

CTE Anchor	1.0, 2.0, 6.5	Apply academic knowledge to movement and practice injury prevention during physical activity.
CTE Pathway	B1.1, B1.2	Demonstrate coordination and control when performing complex axial movement phrases (strength/agility).
CC ELA Reading	RSIT 11-12.1	Analyze informational texts describing classical ballet positions and structural alignment.
CC ELA Writing	WS 11-12.4	Produce clear and coherent writing in a personal dance journal reflecting on technical growth.
CC ELA L & S	LS 11-12.1	Engage in collaborative peer discussions during barre work to refine technique.

Unit 3: Jazz Elements

Focus: Syncopation, rhythm, and stylistic response to industry prompts.

Standard Category	Standard Code	Objective / Description
CTE Anchor	4.3, 5.0, 11.1	Use technology to synthesize music info; solve choreographic problems; apply skills in a lab setting.
CTE Pathway	B4.3, B4.6	Apply rhythm and tempo to construct jazz dances; perform combinations relative to industry prompts.
CC ELA Reading	RHSS 11-12.1	Connect insights from historical jazz sources to an understanding of modern performance.
CC ELA Writing	WHSST 11-12.1	Write arguments to support choreographic choices based on valid jazz theory.
CC ELA L & S	LS 11-12.3	Apply knowledge of language to understand how dance terminology functions in different jazz contexts.

Unit 4: Tap & Musicality

Focus: Rhythmic notation, melodic transcription, and complex footwork.

Standard Category	Standard Code	Objective / Description
CTE Anchor	2.1, 2.3, 8.0	Identify communication barriers; interpret nonverbal tap cues; adhere to ethics and integrity.
CTE Pathway	B2.2, B2.3	Describe how elements of music are used; transcribe simple rhythmic patterns into notation.
CC ELA Reading	RSIT 11-12.4	Determine the meaning of symbols and key technical terms as they are used in tap notation.

CC ELA Writing	WS 11-12.5	Revise and strengthen written notations of original tap combinations.
CC ELA L & S	LS 11-12.6	Acquire and use domain-specific words sufficient for professional tap performance.

Unit 5: Lyrical Interpretation

Focus: Narrative storytelling, kinesthetic communication, and personal intent.

Standard Category	Standard Code	Objective / Description
CTE Anchor	6.0, 7.2, 11.0	Demonstrate health practices; fulfill personal/community roles; apply skills to live performance.
CTE Pathway	B1.3, B4.5	Apply kinesthetic communication to demonstrate stylistic nuance and clarity of original intent.
CC ELA Reading	RSL 11-12.1	Analyze subtext and symbolism in lyrical music to support choreographic interpretation.
CC ELA Writing	WS 11-12.1	Write arguments supporting choreographic intent using evidence from musical lyrics.
CC ELA L & S	LS 11-12.2	Demonstrate command of standard English when speaking about personal artistic intent.

Unit 6: Hip Hop Culture

Focus: Electronic media influence, historical values, and socio-political themes.

Standard Category	Standard Code	Objective / Description
CTE Anchor	1.0, 4.0, 7.1	Connect academic history to Hip Hop; use digital media; analyze how media influences behaviors.
CTE Pathway	B7.1, B7.5	Analyze how media productions influence values; create pieces contrasting universal socio-political themes.
CC ELA Reading	RHSS 11-12.2	Determine central ideas of primary sources regarding Hip Hop's cultural origins.
CC ELA Writing	WS 11-12.7	Conduct short research projects on the impact of media on regional Hip Hop styles.
CC ELA L & S	LS 11-12.5	Demonstrate understanding of figurative language and nuances in urban Hip Hop vocabulary.

Unit 7: Choreography & Competition
Focus: Critique, notation, and professional assessment.

Standard Category	Standard Code	Objective / Description
CTE Anchor	2.0, 10.1, 11.1	Use workplace terminology; utilize work-based learning experiences to critique professional work.
CTE Pathway	B4.2, B8.2, B8.4	Notate dances using personal systems; assess professional forms using complex criteria.
CC ELA Reading	RSIT 11-12.7	Evaluate multiple sources of info (live vs. recorded) to solve choreographic problems.
CC ELA Writing	WS 11-12.6	Use technology to produce and update shared choreographic notation projects.
CC ELA L & S	LS 11-12.1b	Work with peers to promote effective group dynamics and divergent perspectives.

Unit 8: Career & Professional Practice
Focus: Career Research Project and Personal Career Plan, Career Presentations (Individual or group), Job market research, resumes, a digital portfolio and theatrical production/ artistry (Hair, make-up and costume

Standard Category	Standard Code	Objective / Description
CTE Anchor	3.4, 7.7, 9.2	Research career opportunities; model professional work demeanor; identify team characteristics.
CTE Pathway	B9.4, B9.6	Understand technical aspects (makeup/hair/costume); create a professional career plan.
CC ELA Reading	RSIT 11-12.1-8	Gather relevant info from multiple digital sources about dance occupations and market trends.
CC ELA Writing	WS 11-12.10	Write routinely over extended time frames to build a professional digital portfolio and an individual or group research project on careers in performing arts.
CC ELA L & S	LS 11-12.1-6	Prepare and deliver individual and or group research project/ presentations on careers in performing arts

California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State

Standard 1. Apply appropriate technical skills and academic knowledge

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

Standards 2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks. AME | California Career Technical Education Model Curriculum Standards

5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices. Arts, Media, and Entertainment | AME

11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Arts, Media, and Entertainment Pathway Standards
B. Performing Arts Pathway

The Performing Arts pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. Sample occupations associated with this pathway: Composer, Music Arranger, Conductor Actor (e.g., Stage, Film, Video, DVD), Performing Artist Singer, Dancer, Musician Voiceover Artist, Narrator

B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music.

B1.1 Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance.
B1.2 Apply highly developed physical coordination and control when performing complex loco motor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).
B1.3 Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance.
B1.4 Differentiate dance vocabulary to describe movement and dance in a professional setting.
B1.5 Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).
B1.6 Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent.
B1.7 Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary.

B2.0 Read, listen to, deconstruct, and analyze peer and professional music using the elements and terminology of music.

B2.1 Read a full instrument or vocal score with a direct industry connection (Film score, Philharmonic score, commercial underscore).
B2.2 Describe how the elements of music are used.
B2.3 Transcribe simple songs into melodic and rhythmic notation when presented.
B2.4 Sight-read music accurately and expressively.
B2.5 Analyze and describe significant musical events perceived and remembered in a given industry generated example. Arts, Media, and Entertainment AME
B2.6 Analyze and describe the use of musical elements in a given professional work that makes it unique, interesting, and expressive.
B2.7 Demonstrate the different uses of form, both past and present, in a varied repertoire of music in commercial settings from diverse genres, styles, and professional applications.

B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, and electronic media and respond using the vocabulary of theater.

B3.1 Identify the use of metaphor, subtext, and symbolic elements in text and performance of professional theatrical work (live or recorded).
B3.2 Research, analyze, and plan a theatrical performance (live or recorded) with the director, designer, or playwright.
B3.3 Create a product which assesses professional theater, film, and video performance products using the vocabulary of theater, such as genre, style, acting values, theme, and design.

B4.0 Apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance for a variety of professional applications.
B4.1 Specify applications of VPA Creative Expression Standards for Dance at the proficient level.
B4.2 Notate dances using a variety of systems (Labanotation, motif writing, and personal systems).
B4.3 Apply basic music elements (rhythm, meter, tempo, timbre) to construct and perform dances for a variety of professional settings.
B4.4 Create a dance that utilizes an established dance style or genre in response to an industry-specific prompt.
B4.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.
B4.6 Perform combinations, in response to audition requirements, in a variety of professional dance genres that demonstrate proficiency relative to industry expectations.
B4.7 Create a diverse body of work in dance, which demonstrates originality, unity, clarity of intent, and a dynamic range of movement appropriate to a variety of professional applications.
B4.8 Create a performance piece using dance structures, musical forms, theatrical elements, and technology for a specific professional application.
B4.9 Perform original works that employ personal artistic intent and respond to industry-specific criteria.

B5.0 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application.

B5.1 Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy. AME | California Career Technical Education Model Curriculum Standards
B5.2 Sing or play music written in multiple parts, individually or with a group.
B5.3 Sight read and perform a brief musical composition from a professional resource.
B5.4 Employ a variety of music technology to record, integrate, or modify a live or recorded performance to produce a new artistic product.
B5.5 Compose music in distinct styles.
B5.6 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments using appropriate ranges and traditional and nontraditional sound sources.
B5.7 Create melodic and rhythmic improvisations in a style or genre within a musical culture (gamelan, jazz, and mariachi).

B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances.
B6.1 Demonstrate media appropriate acting choices using script analysis, character research, reflection, and revision in live and recorded performance applications.
B6.2 Use acting choices, such as script analysis, character research, reflection, and revision; and apply to a variety of professional settings.
B6.3 Create performance products applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. B6.4 Design, produce, or perform scenes applicable to a variety of professional settings and me
dia applications.
B6.5 Improvise or write dialogues and scenes applying basic dramatic structure (exposition, complication, crises, climax, and resolution) appropriate to a variety of industry settings. B6.6

Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of professional sources.

B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective.
B7.1 Identify and compare how film, theater, television, and electronic media productions influence values and behaviors.
B7.2 Analyze the historical and cultural perspective of the dancer in the professional setting.
B7.3 Analyze the historical and cultural perspective of the musician in the professional setting.
B7.4 Analyze the historical and cultural perspective of the actor and performance artist in the professional setting.
B7.5 Create a product comparing and contrasting universal themes and sociopolitical issues in a variety of music, dance, or theatrical products. Arts, Media, and Entertainment | AME

B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production.
B8.1 Critique discipline-specific professional works using the language and terminology specific to the discipline.
B8.2 Use selected criteria to compare, contrast, and assess various professional performance forms.
B8.3 Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast.
B8.4 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of professional performance products.

B9.0 Explore the connection between artistic preparation and professional standards and practices.
B9.1 Examine the training, education, and experience needed to pursue discipline-specific performance options.
B9.2 Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance.
B9.3 Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts.
B9.4 Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer.
B9.5 Contrast differing roles in professional skill sets of creators, performers, and others involved in the production and presentation of the performing arts.
B9.6 Create a career plan leading to professional performance in one of the performance disciplines. AME | California Career Technical Education Model Curriculum StandardsArts, Media, and Entertainment Pathway Standards C. Production and Managerial Arts Pathway Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require "publication" or a public presentation in one way or another. Consequently, the Production and Managerial Arts pathway focuses on both the techni

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVE COJUSD PRESCHOOL PROGRAM HANDBOOK FOR PREK AND TK**

ATTACHMENTS: **COJUSD PRESCHOOL PROGRAM HANDBOOK**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board approval is the Cutler-Orosi Joint Unified School District Preschool Program Handbook. This document communicates policies and procedures with families and staff. It is provided to families and posted on the district website.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the COJUSD Preschool Program Handbook.**

PROPOSED ACTION: **APPROVE**

2026-2027

COJUSD

PRESCHOOL PROGRAM HANDBOOK

(CALIFORNIA STATE PRESCHOOL PROGRAM)

Board of Education

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

Superintendent
Yolanda Valdez

Assistant Superintendent
Shevonne Swanson

Assistant Superintendent
Sunsie Tumacder

BRILLIANT FUTURES BEGIN IN EARLY CHILDHOOD EDUCATION

PREK/TK

Cutler-Orosi Joint Unified School Mission:

"Educating Minds, Inspiring Futures"

Cutler-Orosi Joint Unified School Vision:

All students will be college and career ready, committed to engage in civic responsibilities and prepared to compete in a global economy.

Board of Education

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

District Office Administration

Yolanda Valdez, Superintendent
Shevonne Swanson, Assistant Superintendent
Sunsie Tumacder, Assistant Superintendent

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Our Vision

"Brilliant Futures Begin in Early Childhood Education"
Our vision is designed to support the district vision: All students will be college, career, community ready, and prepared to compete in a global economy.

Our Mission

Our mission is to provide an environment that maximizes student learning, and provides a well-rounded educational opportunity for each child through:

- Highly qualified staff
- Positive, meaningful, and developmentally appropriate instruction, based on best practices
- Ongoing staff development
- Ongoing parent involvement and education

Program Philosophy

Preschool & TK is where students are exposed to the Preschool Learning Foundations. These foundations describe the knowledge and skills children typically exhibit at 48 and 60 months. Foundational skill strands address social-emotional development, language and literacy development, and English Language development. They also introduce students to Science and History/Social Science. Formal and informal observations of your child will help provide teachers with information on your child's development.

Early childhood education opportunities are offered to parents of our Preschool and Transitional Kindergarten (TK) students. Parents are encouraged to be actively involved by joining our Parent Advisory Committee (PAC). The development of children progresses when parents attend educational meetings and are involved in preschool/TK opportunities such as (parades, field trips, literacy nights, etc.).

Our Programs

Cutler-Orosi Joint Unified School District offers preschool to children who will turn **three by December 1st or on their 3rd birthday.** Our preschools are conveniently offered at each of our **3 elementary school campuses**: Cutler School, Golden Valley School and Palm School. Space is limited and families must meet eligibility requirements. Our part day programs are offered in the morning from 8:00 am-11:00 am and in the afternoon from 12:15 pm-3:15 pm. Our part day preschool program continues to be offered on a foggy day schedule. **Start and end times will remain the same for preschool on foggy days. Tardies will be excused** should parents feel weather conditions are unsafe.

Our preschools have an open-door policy and invite parents to join in the educational process of their child. To volunteer on a regular basis and/or chaperone any field trips, please refer to section Volunteer/Chaperone Policy on page 18. Transportation will be provided to/from preschool only if the recommendation has been made by an Individual Education Plan.

Cutler-Orosi Joint Unified School District also offers a Blended Transitional Kindergarten (TK) to children who will turn **4 years old on or before September 1st, 2026.** Our TK programs are

conveniently offered at each of our **3 elementary school campuses:** Cutler School, Golden Valley School and Palm School. Through this program we offer a part day California State Preschool Program (CSPP) as part of our full day TK program. The Dual Immersion Program is offered in TK at Cutler and Golden Valley Elementary Schools on a first come first serve basis. The hours are 8:00 am to 3:00 pm. Students enrolled in the Blended TK program follow the COJUSD foggy day schedule unless the number of days exceeds program minute requirements, in which case parents will receive notification.

Transitional Kindergarten

Transitional Kindergarten can be an excellent option for many children, providing them with a smoother transition into formal education and nurturing their social and academic development. However, parents should carefully consider their child's individual needs and circumstances to make an informed decision about whether TK is the right choice for their child. It's essential to weigh the advantages and disadvantages against the child's personality, developmental level, and available resources. Discussing the decision with teachers or school administrators can also provide valuable insights.

Advantages of Transitional Kindergarten (TK):

1. Smooth Transition to Formal Education: TK acts as a bridge between preschool and kindergarten, providing a gentle and gradual transition to the more structured and academic environment of elementary school. This can help children adjust better to the routine and expectations of formal education.
2. Social and Emotional Development: TK allows children to further develop their social skills and emotional maturity. They learn to interact with peers, resolve conflicts, and become more independent in a nurturing and supportive environment.
3. Early Exposure to Curriculum: TK programs often introduce basic academic concepts, such as letters, numbers, shapes, and colors. This early exposure can provide a solid foundation for future learning in kindergarten and beyond.
4. Individualized Attention: Smaller class sizes in TK classes often mean more individualized attention from teachers, which can be beneficial for children who may need extra support or have unique learning styles.
5. Increased Readiness for Kindergarten: Children who attend TK are generally more prepared for kindergarten, as they have had an additional year of academic, social, and emotional development.

Disadvantages of Transitional Kindergarten (TK):

1. Age Consideration: Depending on the child's birthdate and local regulations, some children may not be eligible for TK, which means they could potentially start kindergarten at a younger age. This might lead to an age gap with peers later in their academic journey.
2. Redundancy for Some Children: If a child has already completed a high-quality preschool program or possesses advanced academic skills, TK might seem repetitive and less challenging for them.
3. Limited Availability: Not all schools or districts offer TK programs, so parents might face difficulties finding an appropriate TK class nearby.

4. Time Commitment and Schedule: Enrolling in TK means an additional year of schooling before starting kindergarten, which could impact family schedules and routines.

Goals and Objectives

The goal of the Cutler-Orosi Joint Unified School District Early Childhood Education Program is to provide a well-rounded educational opportunity for each child that will provide the foundation for lifelong success. To accomplish this, we have the following goals:

1. Maximize Student Achievement
   - Desired Results Developmental Profile (2025), is used as an authentic assessment tool developed by the California Department of Education (CDE) and the California Department of Social Services (CDSS). This tool is designed to monitor the learning, development, and progress of children, allowing staff to design age-appropriate, inclusive, and developmentally appropriate instruction.

Desired Results Developmental Profile—Preschool, Transitional Kindergarten, Kindergarten (PTK) (2025)

Children are assessed within 60 to 90 calendar days of their first day of attendance and at least once every six months thereafter. Under the updated DRDP (2025) PTK framework, children are assessed across core developmental domains aligned with the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF):

- Social and Emotional Development
- Approaches to Learning
- Cognition (including Math and Science)
- Foundational Language Development and English Language Development (for multilingual learners)
- Physical Development and Health

Data is systematically reviewed by teaching staff and program supervisors to guide intentional classroom instruction and to plan targeted, developmentally appropriate activities tailored to each child's needs.

When a child will be transferring to a local public school from a program serving preschool-age children, the contractor shall provide the parent or guardian with information from the previous year deemed beneficial to the child and the public-school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any. The early childhood education program may, with permission of the parent or guardian, transfer this information to the child's elementary school. If a child has a disability, and/or has an Individualized Education Program, the developmental profile shall be completed with any necessary accommodations pretended and adaptations. Notwithstanding, (A) above, a developmental profile is required for a child with an Individualized Education Program even if that child is enrolled for less than 10 hours per week.

Desired Results Developmental Profile—PTK (2025) has two sections for Parents:

1. Families Support their child's learning
2. Families Achieve their goals

Desired Results for Children and Families is a Parent Survey that is completed at least once per year. The surveys are collected, and the results are analyzed. Parent survey results are used to plan, improve, and carry out activities that help parents support their child's learning and development and meet the family's needs.

Classroom Assessment Scoring System (CLASS) and CLASS Environment is used to measure the quality of the program environment, child-teacher interactions, children's interactions and activities, language use, health and safety practices, space, and materials. CLASS is used to look for areas of improvement and to plan for the necessary changes needed to meet the child, staff, and parent needs.

Title 5 regulations in order to implement Section 106 of Senate Bill (SB) 114 (Chapter 48, Statutes of 2023):

Contractors are required to implement CLASS Second Edition Pre-K-3rd, the CLASS Environment, and additional requirements as specified.

2. Staff Development Program

Our programs are committed to providing our children with a quality education. We only hire highly qualified staff. District and community resources are used on an on-going basis to maintain program quality.

- New employees are provided orientation activities to guide them to fully understand how agency policies relate to their respective job description.
- We support continuous staff growth by assessing the needs of the staff and by providing on-going professional learning activities to enhance their growth.
- Professional Learning Communities (PLC) meetings among the programs on our site and with other community sites are held.
- Teaching strategies, curriculum and ideas, program improvement and best practices are exchanged.
- All staff members are supported in all aspects of their job duties and are evaluated annually.
- We have reliable internal communication mechanisms, which include phone and email, which provide staff with timely information necessary to carry out their respective duties.

3. Encourage Parent Involvement/ Family Health and Social Services

It is our goal to help families support their child /children's learning and development.
Upon admission, recertification or when needed, our program helps identify the needs of the child and the family for health or social services and refers a child and/or family to appropriate agencies in the community, based on the health or social service needs. We routinely conduct follow-up interviews with parents to ensure that the identified needs have been met.

4. Nutrition

Our programs ensure that the children have nutritious meals and snacks during the time they are in the program. The meals and snacks are culturally and developmentally appropriate for the children and shall meet the nutritional requirements specified by the National School Lunch Program and the Child and Adult Care Food Program. **Please notify the preschool staff immediately if your child is allergic to a certain food.** Meal accommodations will be made with the proper meal accommodation form signed by the physician and submitted to the Early Childhood Education secretary at the District Office.

5. Community Involvement

We encourage support from the community. We provide information to the community regarding services available through public postings, media and participation in public events, such as migrant meetings, health fairs, etc. Community donations and services have also been solicited when needs have arisen.

Education Program

The standards for the child development and education program component shall include, but are not limited to the following:

A. The program approach is developmentally, linguistically, and culturally appropriate.
B. The program is inclusive of children with special needs. Students residing outside of the district boundaries must initiate and receive specialized services from their district of residence.
C. The program encourages respect for the feelings and rights of others. The program supports children's social and emotional development by:
   1. Building trust.
   2. Planning routines and transitions so they can occur in a timely, predictable, and in an unhurried manner.
   3. Helping children develop emotional security and facility in social relationships.
D. The program provides for the development of each child's cognitive and language skills by:
   1. Using various strategies, including experimentation, inquiry, observation, play, and exploration.
   2. Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.
   3. Promoting interaction and language use among children and between children and adults; and
   4. Supporting emerging literacy and numeracy development.
E. The program promotes each child's physical development by providing sufficient outdoor space, equipment, materials, and guidelines for active play and movement.
F. The program promotes and maintains practices that are healthy and safe.

Individuals with Disabilities Education Improvement Act (IDEA)

Every individual with exceptional needs, who is assessed and determined eligible to receive specialized academic instruction, related services, or both under this part, shall receive such Special Education services at no cost to his or her parents as determined appropriate to him or her by the Individualized Education Program (IEP) team. Federal law also requires a free and appropriate education (FAPE) in the least restrictive environment (LRE) be offered to handicapped pupils.

Individuals with exceptional needs are considered "handicapped students." The handicapping conditions covered by IDEIA are Autistic like behaviors, Deaf-blindness, Deafness, Emotional disturbance, Hearing impairment, Intellectual Disability, Multiple disabilities, Orthopedic impairment, Other health impairment, Specific learning disability, Speech or language impairment, Traumatic brain injury or Visual impairment including blindness.

Curriculum

The curriculum used by the Cutler-Orosi Unified School District CSPP Program is based on the concept that children learn by doing. Our developmentally appropriate curriculum is organized around the strengths and interests of the children and is offered in ways that appeal to children in their individual stage of development and reflect their cultural diversity. Every day there are opportunities for all children to explore materials and create meaningful experiences. We believe that children will discover and learn by making decisions. We allow children to work through activities rather than telling them how to perform a task or solve problems. Play with a purpose is the primary vehicle for our curriculum. It is the child's most valuable learning tool. The curriculum is individualized and offers children firsthand learning experiences. The Cutler-Orosi Joint Unified School District Early Childhood Education teachers use the DRDP PTK (2025) to assess each child's developmental level and design learning experiences that will encourage each child to develop his/her knowledge/skills to the next level and beyond.

Language and Literacy: Children are encouraged to build their verbal expression through many opportunities to engage in conversations with adults and peers. Literacy skills are promoted through a print rich environment and activities that promote an interest and awareness of letters and letter sounds as well as opportunities for writing. Sobrato Early Academic Language (SEAL) units of study are used as part of the language and literacy curriculum. SEAL provides research-based evidence-based approaches to support English and dual language learners.

Mathematical Thinking: Children develop a sense of numbers by actively participating in real life mathematical experiences through their interaction with a variety of materials that build math skills such as counting, sorting, matching and shape recognition. Our Transitional Kindergarten classrooms utilize the *Classroom Mathematics California* curriculum to support the early development of mathematical skills.

Scientific Thinking: Children learn by exploring the world around them. We nurture children's natural curiosity and intrinsic need to discover by offering them opportunities to use their five senses through measuring, comparing, questioning, predicting, and analyzing results.

Emotional and Social Development: Children explore roles and relationships in the world around them through dramatic play, block building, recognizing similarities, and differences in people, families, professions, and understanding the reasons for social expectations.

Physical Development: Children are provided opportunities to engage in physical activities that will promote their large and small motor skills using materials and equipment such as slides, balls, climbing structures, tricycles, scissors, Play-dough, paint, puzzles and lacing cards.

Personal Health and Safety: Children are given opportunities to make healthy food choices and develop safe practices in work and play.

Creativity: Children are encouraged to express their creativity through self-directed play, art, self-expression, music, and dramatic play.

Program Self-Evaluation Process

The Cutler-Orosi Joint Unified School District Preschool Program is funded by the California Department of Education, Child Development Division, which requires an annual Program Self-Evaluation of Child Care and Development Services. This evaluation is submitted to the California Department of Education by June 1 of each year and is conducted using the Child Development Division's Contractor Program Monitoring Instrument (CPM). Documentation aligned with the Desired Results Developmental Profile-PTK (2025) is used to determine the progress made by children and families and to support continuous program improvement.

The Desired Results system uses the following three tools to complete the annual evaluation:

1. Desired Results Developmental Profile-PTK (2025): Completed twice annually to assess each child's developmental progress.
2. Desired Results for Children & Families Survey: Completed once a year to gather parent input and assess family satisfaction.
3. CLASS (Classroom Assessment Scoring System): Used to assess classroom environments and teacher-child interactions, ensuring alignment with quality standards and supporting reflective teaching practices.

Staff certifications and qualifications are reviewed to make sure teachers and staff have the appropriate credential/permit required by the State of California.

Parent Survey

Each contractor shall annually distribute the Desired Results for Children & Families Survey, as defined in 5 CCR 18270.5(d), to parents, collect the surveys from parents and analyze the results. The contractor shall use the parent survey results to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs. The contractor shall use the results and analysis of the parent survey as part of its annual self-evaluation process.

General Requirements

To receive California state preschool program services, children should be three or four years of age, as defined in EC 8208 and set forth below, and meet eligibility and need criteria as applicable.

1. To receive California state preschool part-day programs services, families shall meet at least one of the eligibility criteria. (EC 8235[b]).
2. In addition to meeting eligibility and/or need requirements, to be eligible for services the child must live in the State of California while services are being received. Evidence of a street address or post office address in California will be sufficient to establish residency. A

person identified as "Homeless" is exempted from this requirement and shall submit a declaration of intent to reside in California.

3. The governing board may accommodate children residing outside the district boundaries in accordance with EC 8322(a). The determination of eligibility shall be without regard to the immigration status of the child or the child's parent(s) unless the child or the child's parent(s) is under a final order of deportation from the United States Department of Homeland Security.
4. CSPP eligible three-year-old children are defined as children who have their third birthday on or before December 1 of the fiscal year they are being served. Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a California state preschool program on or after their third birthday.

Income Eligibility

Eligibility shall be established by A, B, C, or D below:

A. Family is a cash aid recipient
B. Family is income eligible
C. Family is homeless
D. Family has a child who is at risk of abuse, neglect, or exploitation, or receiving child protective services through the county welfare department

At the time of initial certification the parent must provide the contractor with all supporting documentation. The parent is responsible for providing documentation of the family's total countable income and the contractor is required to verify the information, as described below:

1. The parent(s) shall document total countable income for all the individuals counted in the family size as follows:
   If the parent is employed, provide:
   a. A release authorizing the contractor to contact the employer(s), to the extent known, that includes the employer's name, address, telephone number, and usual business hours; and
   b. All payroll check stubs, a letter from the employer, or other record of wages issued by the employer for the month preceding the initial certification of eligibility for ongoing services pursuant to EC 8263(h)(1).
2. When the employer refuses or fails to provide requested documentation or when a request for documentation would adversely affect the parent's employment, provide other means of verification that may include a list of clients and amounts paid, the most recently signed and completed tax returns, quarterly estimated tax statements, or other records of income to support the reported income, along with a self-certification of income.
3. If the parent is self-employed, provide a combination of documentation necessary to establish current income eligibility for at least the month preceding the initial certification of eligibility for ongoing services. Documentation shall consist of as many of the following types of documentation as necessary to determine income:

a. A letter from the source of the income.
b. A copy of the most recently signed and completed tax returns with a statement of current estimated income for tax purposes; or
c. Other business records, such as ledgers, receipts, or business logs.

4. Provide copies of the documentation of all non-wage income referenced in the definition of "total countable income," self-certification of any income for which no documentation is possible, and any verified child support payments referenced in the definition of "adjusted monthly income".
5. The district:
   a. Shall retain copies of the documentation of total countable income and adjusted monthly income in the family data file.
   b. When the parent is employed, the contractor shall, as applicable, verify the parent's salary/wage; rate(s) of pay; potential for overtime, tips or additional compensation; hours and days of work; variability of hours and days of work; pay periods and frequency of pay, start date for the employee. If the employer refuses or is non-responsive in providing requested information or a request for employer documentation would adversely affect the parent's employment, and if the information provided is inconsistent with the contractor's knowledge or community practice, shall request clarification in the self-certification of income, additional income information or a reasonable basis for concluding that the employer exists.
   c. When the parent is self-employed the contractor shall obtain and make a record of independent verification regarding the cost for the services provided by the parent that may be obtained by contacting clients, reviewing bank statements, or confirming the information in the parent's advertisements or Web site.
   d. If the income cannot be independently verified, the contractor shall assess whether the reported income is reasonable or consistent with the community practice for this employment.
   e. The contractor may request additional documentation to verify total countable income to the extent that the information provided by the parent or the employer is insufficient to make a reasonable assessment of income eligibility.
   f. To establish eligibility, shall, by signing the application for services, certify to the contractor's reasonable belief that the income documentation obtained and, if applicable, the self-certification, support the reported income, are reliable and are consistent with all other family information and the contractor's knowledge, if applicable, of this type of employment or employer.
6. If the family is receiving childcare and development services because the child(ren) is/are identified as being abused, neglected, or exploited then the parent will not be required to provide documentation of total countable income.

Family size

A parent shall provide the names of the parents and the names, gender, and birthdates of the children under 18 in the family. This information shall be documented on a confidential application for childcare and development services and used to determine family size. The parent shall provide supporting documentation regarding the number of children and parents in the family.

1. The information provided on the application for services shall be used to determine family size. A parent shall provide the names of the parents and the names, gender and birthdates of the children under 18 in the family. This information shall be documented on a confidential application for childcare and development services and used to determine family size. The parent shall provide supporting documentation regarding the number of children and parents in the family.
2. The number of children shall be documented by providing one of the following documents, as applicable:
   a. Birth certificates.
   b. Court orders regarding child custody.
   c. Adoption documents.
   d. Records of Foster Care placements.
   e. School or medical records.
   f. County welfare department records; or
   g. Other reliable documentation indicating the relationship of the child to the parent.
3. When only one parent has signed an application for enrollment and the information provided on the application indicates there is a second parent who has not signed the application, the parent who has signed the application shall self-certify the presence or absence of the second parent under penalty of perjury. The parent who has signed the application shall not be required to submit additional information documenting the presence or absence of the second parent.
4. For income eligibility and family fee purposes, when a child and his or her siblings are living in a family that does not include their biological or adoptive parent, only the child and related siblings shall be counted to determine family size. In these cases, the adult(s) must meet a need criterion.

Admission Priorities and Waiting Lists

1. Admission Priorities
   a. Given to three- or four-year-old children who are recipients of child protective services, or at risk of being neglected, abused, or exploited upon written referral from a legal, medical, or social service agency. If an agency is unable to enroll a child in this priority category, the agency shall refer the child's parent or guardian to local resources and referral services so that services for the child can be located.
   b. All CSPP eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten program in accordance with family income ranking, with the lowest income ranks being admitted first.
   c. All CSPP eligible three-year old children in accordance with family income ranking, with the lowest income ranks being admitted first.
   d. For purposes of determining the order of admission, families with the lowest gross monthly income in relation to family size as determined by a schedule adopted by the

State Superintendent of Public Instruction shall be admitted first. Public assistance grants are counted as income and shall be ranked accordingly. When two or more families have the same income, the family that has a child with exceptional needs shall be admitted first. If none of the families with the same income ranking has an exceptional needs child, the family that has been on the waiting list the longest shall be admitted first.

e. Contractors shall not deny service to nor assign a lower priority to a family that needs less than full-time services.
f. The California Department of Education (CDE) may grant a waiver to the priorities specified above for Cutler-Orosi Unified School District to serve specific populations. Requests may not include waiver of the fee schedule or admission of ineligible families. Waiver requests will be submitted to CDE and approved prior to implementation.

The Family's Right to Voluntarily Report Changes

1. Upon a family voluntarily reporting changes the district will:
    a. Use information as applicable to reduce the family fee, increase the family's services, or extend the period of eligibility.
    b. Collect documentation to support the changes requested, and not later than 10 business days after receipt of applicable documentation, issue a Notice of Action and not use any information received to make any other changes to the service agreement.
2. Upon receipt of the parent's written request in subsection (b), the contractor shall:
    a. Notify the family in writing of the parents right to continue to bring their child pursuant to the original certified service level, and
    b. Collect documentation to support the changes requested, and not later than 10 business days after receipt of applicable documentation, issue a Notice of Action and not use any information received to make any other changes to the service agreement.

Enrollment Process

Notification process

Enrollment will begin approximately 120 calendar days prior to the start of school.

Documents necessary:

1. Birth records for all children in family under the age of 18
2. Proof of residency (utility/gas/electric bill or REAL California state identification/driver's license)
3. Copy of current physical (within one calendar year). Physicals must be updated annually. A copy will need to be provided to the Early Childhood Education office at the district office.
4. Current immunization records (DTP, MMR, Polio, Varicella, Hep B, HIB)
5. TB skin test (within one calendar year and with date administered and date results read) or TB risk assessment completed by physician (within one calendar year).

6. Proof of income for any adult considered in "family size" for the entire month prior to enrollment

Notice of Action
Whenever the preschool makes changes to the childcare services (for example, approving/denying services, changing approved hours, or terminating services) parents must be notified via the Notice of Action (NOA). The NOA will inform the parent of the type of action taken, the reason for the action, and the effective date of the action.

Parent Appeal Information
Should the parents disagree with the action determined by COJUSD preschool, the parent must appeal within 14 days from the date the NOA is given to the parent (19 days if mailed). When a parent disagrees with the local hearing appeal decision, the parent may appeal for a state review of the local hearing decision. The Parent Appeal Information Pamphlet (attached) provides information regarding the two levels of appeal. Parents can find more information about the appeal process on the NOA.

Program Policies

Admission Policy
COJUSD preschools are state funded. No child or family is excluded from participation in our program based on race, religion, color, sex, sexual orientation, gender, ancestry, national origin, ethnic group identification, age, mental disability, or physical disability. The program welcomes the enrollment of children with disabilities and implements reasonable accommodations. Our programs do not include religious instruction or worship as part of our services.

Attendance policy
Children must be signed in/out every day electronically using the application. Time in/out will be captured through the application used. Only adults authorized on Emergency Contact Card may sign the child out. Any adult, other than the applicant parent, will be asked to present photo identification. Non-custodial parents cannot be denied access to their child unless relevant court papers are on file.

1. The family data file shall contain all child health and current emergency information required by California Code of Regulations Title 22 Social Security, Division 12, Section 101221 Community Care Facilities Licensing Regulations.
2. Immunization records are not required to be in the family data file for children attending a public or private elementary school or for children receiving care in licensed facilities and reimbursed pursuant to EC 8220 and 8350.
3. The enrollment of homeless children shall occur pending the submittal of all immunization documentation. If the parent has been identified as homeless on the application, contractors must permit the enrollment of children experiencing homelessness to begin immediately upon the parent signing the application for services. Contractors are required to certify eligibility within 30 days of the parent signing the application for services. Therefore, if the parent has not provided the immunization documentation within 30 days of signing the

application for services, the contractor must deny certification of services and must provide the applicable notice of action to the parent.

Excused Absences

1. Absences due to illness or quarantine of child or parent
2. Absences due to court ordered visitation (Ed. Code Section 8208e)
3. Absences in the best interest of the child, which shall be limited to ten (10) during the contract period, may include:
   a. time spent with relatives,
   b. vacation (limited to ten per school year)
4. Absences due to family emergencies, which may include:
   a. Car Accident
   b. Death of a family member living in home
   c. Illness of sibling
   d. Transportation
   e. Natural catastrophe (fire or flood)

Unexcused Absences

Students exceeding 10 unexcused absences may be dropped. Cases will be reviewed to determine student's continued eligibility.

Behavior policy

COJUSD reserves the right to terminate the admission agreement if there are conditions that bring harm to your child, other children, or staff.

Rules are positively stated and consistently enforced.

- **C**are for others
- **U**se kind words
- **B**e responsible
- **S**how respect

Progressive behavioral support will be provided when rules are violated.

1. One on one talks
2. Redirection/shadowing
3. Thinking time
4. Parent conference
5. Termination of services
   - Prior to expelling or disenrolling a child because of a child's persistent and serious challenging behavior, the law requires that the CSPP contractor must, within 180 days, pursue and document that they have taken at least the following reasonable steps:
     A. Consult with the child's parents or legal guardians and teacher to maintain the child's safe participation in the program.
     B. Inform the parents or legal guardians of a child exhibiting persistent and serious challenging behaviors of the process that the CSPP will use to assist the child to safely continue to participate in the program.

C. If the child has an IEP or IFSP, and with the parent or guardian's written consent, consult with the district director of special education or the local regional center on how to serve the child.
D. If the child does not have an IEP or IFSP, complete a universal screening including social and emotional development, (b) refer the parent or guardian to local community resources, and (c) implement behavior support.
E. If after following and documenting the reasonable steps referred above to foster the child's safe participation, and concerns about safe participation remain, COJUSD will consult with the child's parents or legal guardians, the child's teacher, and if applicable, the district director to provide special education services if the child qualifies
F. If the district determines the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children, the district will refer the parents or legal guardians to appropriate placements.
G. Once the reasonable steps outlined above have been completed, the district may then disenroll the child, subject to the due process requirements.

Health and wellness policy

1. Medication:
   a. Documentation must be completed prior to staff administration of medication.
   b. All medications must be prescribed to the student.
   c. Only with written consent from the prescribing doctor, may siblings share medication.
   d. Medication must be in the original pharmaceutical container with the child's name, specific dosage, and prescription date clearly visible.
   e. If the medication expires, COJUSD will require a new written statement from the physician. The parent will be notified, and the new medication will be replaced with the specificity above.

2. Illness/injury:
   a. Sick children must stay home until they are free of vomit, diarrhea, and/or fever for 24 hours without medicine.
   b. If a child becomes ill/ injured while at the center, the parent will be notified. Parents are expected to pick their child up immediately. If the parent is unavailable, emergency contacts will be contacted. Please be certain to update all contact information.
   c. After 3 or more consecutive days, a written clearance stating the child's diagnosed illnesses, date of clearance, and that the child presents no health risk to other children must be provided.
   d. If a child is diagnosed with any communicable disease such as the Flu, COVID, Hand Foot Mouth disease please inform the Preschool LVN at 559-528-6949.

Daily Health Inspections:

1. Inspections take place before the child is signed into preschool. Children cannot be accepted if they have signs/symptoms of:
   - Severe cough/congestion
   - Vomiting - 2 or more episodes
   - Diarrhea - 2 or more episodes
   - Fever over 100 degrees
   - Draining from the ear
   - ~~Lice or nits~~

- ~~Pink eye~~
- Chicken pox
- Impetigo
- Ringworm

2. Children cannot be accepted **without a doctor's note** if they have signs/symptoms of
   - Scabies
   - Rubella
   - Mumps
   - Giardia
   - Measles
   - Hepatitis A
   - Whooping Cough
   - Shigella

Volunteer/Chaperone Policy
COJUSD preschool has an open-door policy and invites parents to volunteer. Our district policy requires all volunteers undergo a fingerprint clearance prior to volunteering and submit proof of negative tuberculosis (TB) and an Identification Card (ID). Licensing requires all staff and volunteers to submit verification of vaccinations (MMR and Pertussis) and proof of current flu vaccination or declination.

Equal Educational Opportunity and Nondiscrimination Policy

The Governing Board is committed to equal opportunity for all individuals in education. Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational setting are treated equally and fairly. It protects against discrimination, harassment, intimidation, or bullying based on sex (including sexual harassment). In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. The preamble to Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, harassment, intimidation, or bullying under any education program or activity receiving Federal financial assistance." District programs, activities, and practices shall be free from discrimination, harassment, intimidation, or bullying based on disability (including, but no limited to blindness or severely impaired vision, physical or mental disability or medical condition), race, ethnicity, color, ancestry, nationality, national origin, immigration status, lack of English skills, ethnic group identification, age, religion, or religious creed, pregnant, disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, actual or potential marital status, actual or potential parental status, actual or potential family status, or any other characteristic identified on Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on association with a person or group with one of more these actual or perceived characteristic.

District programs and facilities, viewed in their entirety, and shall be in compliance with Title IX, Title VII of the Civil Rights Act, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

General Information

Authority of Inspection

The department or licensing agency has inspection authority and the authority to interview children or staff and to inspect and audit child or facility records without prior consent. We will make provisions for private interviews and for the examination of all records. The department or licensing agency also has the authority to observe the physical condition of the child/children, including conditions which could indicate abuse, neglect, or inappropriate placement.

Nutrition

All meals are provided by the district and meet Title 7 meal requirements for the age group served. Menus may be accessed on the parent bulletin board and on the district website www.cojusd.org (Food Services Department). The menus will be modified for children with doctor confirmed food allergies.

Child Abuse Reporting

COJUSD preschool will report any suspected or identified child abuse to Child Welfare Services (CWS). We support families who are involved with CWS and will preserve absolute confidentiality of all records pertaining to a CWS report in accordance with state law.

Information to Share with Parents

Prominently displayed on our classroom walls is information about how to access the registered sex offender database that is available on the Megan's Law Website, https://www.meganslaw.ca.gov/ and will give families one of the two licensing forms (LIC License 995 **or** License 995A) provided by the State Department of Social Services.

Clothing

Clothing should be comfortable and appropriate for the season. Students play both in/outdoors. Closed toe shoes are required (cowboy boots and flip flops are dangerous therefore not permitted). Send a labeled bag with an extra pair of undergarments, pants, socks, and a shirt.

Items to leave at home

- Toys - guns, balloons, marbles, etc.
- Money
- Glass items, sharp/pointed objects
- Cologne and make-up

Parent/Guardian Code of Ethical Conduct and Expectations

1. You are expected to:
   - Be a positive role model for your child, the school, and community by being respectful
   - Promote a positive attitude and behavior
   - Assist in providing for student safety and welfare
2. Upon violation of our Parent/Guardian Code of Ethical Conduct and Expectations, parents will be notified by the Director of Early Education. A meeting will be held explaining the expectations. Parents will sign a Code of Conduct Agreement and it will be filed in the Early Education Office. If violations continue, a meeting will be scheduled with the Director of Early Education and the Superintendent.

Termination Policies

Applicant parent/Guardian termination policy

Applicant parent may terminate services at any time by notifying the COJUSD preschool staff. A Notice of Action (NOA) will be signed to terminate services. If COJUSD is not notified of desire to terminate services or if COJUSD is unable to obtain a signed NOA, then a program representative will sign and send the Notice of Action in the mail to terminate services.

COJUSD termination policy

Services will be terminated for the following reasons.

- Falsification of any information on the application, income declaration, or enrollment packet
- More than ten (10) unexcused absences of your child for the year
- Student behavior which cannot be controlled and proves to be a danger to the welfare of the other children (see specifics under behavior)
- Abusive behavior, sexual harassment, or any kind of threats by parent toward staff or other parents.

Uniform Complaint Procedure Notice (UPC)

Individuals, agencies, organizations, students, and interested third parties have the right to file a complaint regarding the Name of Agency and Early Learning and Support program alleged violation of a statute of regulation that the California Department of Education is authorized to enforce. This includes allegation of unlawful discrimination. Complaints must be signed and filed in writing with:

California Department of Education
Early Education and Support Division
Complaint Coordinator
1430 N. Street, Suite 3410
Sacramento, Ca 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal state court.

Sexual Harassment Policy

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person, who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information
The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions
Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be considered.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

Record-Keeping
The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Grievance Procedures

It is the District's policy that grievances should not be addressed during or immediately following any practice or activity. If any situation arises where a parent/guardian wishes to meet with a teacher, a staff member, an advisor/coach, or address a specific issue or complaint, the following should be followed:

1. Request a meeting at the school with the teacher, staff member, advisor, or director.
2. If your problem is unresolved, arrange an appointment with the school administrator who oversees the specific program.
3. If your problem is still unresolved, the appeal process outlined in the District Policy will apply.

Parent Involvement, Education and PAC

The COJUSD Preschool Program encourages an "open door" policy, which includes visitation and observation. Parent activities, talents, and skills are always welcome and are encouraged.

1. Parent orientation fully explains our program vision, mission, philosophy, program goals, program activities, requirements, and due process procedures. All parents are welcome and encouraged to participate in our parent nights and on the parent advisory committee (PAC).
2. A parent communication area is established in the preschool rooms. In this area you will find:
   - sign in/sign out register
   - calendar of events
   - copies of lesson plans or weekly activities
   - notes to parents from your child's teacher
   - notification of parent meetings
3. Parent Education and PAC meetings are held monthly. A variety of topics are covered. We discuss partnership between parents and our preschool program and all the resources available to our families. Resources encompass health and wellness, nutrition, education, and all other resources offered through our local Family Education Center.
4. Formal Parent/Teacher Conferences take place twice a year. Informal conferences may take place any time throughout the course of the year. Your communication and involvement is very important.
5. Parent input is required for policy/program development and evaluation of the services to parents and children. Notices of parent meetings are distributed to all parents.

Fall Activities	Spring Activities
• Parent Orientation during enrollment • Monthly Parent Meetings • Back to School • Halloween Parade • Red Ribbon Week • Field Trip • Veterans Day Activities • Thanksgiving Dinner • Build Gingerbread House • Pictures with Santa • Winter Performance	• Parent Orientation during enrollment • Monthly Parent Meetings • Open House • Ag Awareness Day (Farm Unit) • Fieldtrip • Leprechaun Traps • Dr. Seuss Week • Egg Hunt • Nature Walk to the Community Garden • Cinco de Mayo • Promotion

13. Fathers who connect with their children form strong family bonds.
14. Parents can learn ways to calm a crying baby and manage feelings of frustration when a baby is inconsolable.
15. Parents can investigate child care provider for any history of abusing children. Use Trustline to check out child care providers 800-822-8490.
16. Parents can ask for help when depressed or stressed by life's challenges.
17. Parents learning about child safety in the home can prevent accidents and increase awareness of the environment.
18. Parents can use community services such as respite care and home visiting services to strengthen parental resilience when times are tough.
19. Communities can support families by providing free or low-cost activities that encourage parent/child interactions.
20. Community networks collaborating with each other facilitate ease of referrals and obtaining services for families.

STATE OF CALIFORNIA

HEALTH AND HUMAN SERVICES AGENCY

DEPARTMENT OF SOCIAL SERVICES

Office of Child Abuse Prevention

Pub 411 (8/11)

20 Facts About Child Abuse and Neglect

1. Child abuse or neglect is a crime.
2. The California Child Abuse and Neglect Reporting Law (Penal Code sections 11164-11174.3) may be accessed on the internet at www.leginfo.ca.gov.
3. Child abuse and neglect affect children of all ages, races, and incomes.
4. Instances of suspected abuse or neglect should be reported to Child Protective Services (CPS) or police.
5. A listing of California's Hotline Numbers for child abuse reporting for each county may be found at www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf
6. Parents abusing drugs or alcohol are at higher risk of abusing or neglecting their children.
7. Exposure to domestic violence negatively impacts children. Evidence shows a strong connection between domestic violence and child abuse.

8. Children under two years of age are at greater risk of abuse or neglect.
9. Prematurity is a risk factor for child abuse or neglect.
10. Abusive head trauma or shaken baby syndrome often occurs when an adult shakes a child because of inconsolable crying.
11. Children with disabilities are more likely to be abused or neglected than children with no disabilities.
12. Neglected or sexually abused children may not show physical signs of harm.
13. Children in poverty suffer neglect and abuse 22 times more than children in affluent families.
14. It is against the law to knowingly make a false report of child abuse or neglect.
15. Reporting child abuse or neglect only requires "reasonable suspicion" and does not automatically mean the child will be removed from the home.
16. Only Child Protective Services or a law enforcement agency may conduct an investigation into suspected abuse or neglect.
17. In California, mandated reporters are required to report child abuse and neglect. Mandated reporters are those who come into contact with children through their employment and may receive training at mandatedreporterca.com.
18. Once investigated, reports of suspected child abuse are categorized as substantiated, unfounded or inconclusive (insufficient evidence).
19. Substantiated and inconclusive reports of child abuse or neglect are filed in the California Department of Justice Child Abuse Central Index (CACI) database.
20. Unfounded reports are purged from the CACI database.

20 Ways Of Preventing Child Abuse and Neglect

1. The Child Help USA Hotline offers 24-hour crisis telephone assistance for individuals under stress. Telephone counseling is available in 140 languages 800-422-4453.
2. Organizations such as Parents Anonymous offer self-help groups for parents seeking support and positive parent strategies at www.parentsanonymous.org.
3. Child Abuse Prevention Councils or Family Resource Centers have resources available locally to help families. www.capsac.org/crisisnumbers/ca-councils or 222.familyresourcescenters.net
4. Parents who ask for help in getting housing, food, transportation, and/or health care protect their families from stress.
5. Being connected to family and friends by sharing celebrations and day-to-day problems makes families stronger.
6. Families who use a family physician and healthcare provider, also known as a medical home, promote good health and children are screened for normal developmental milestones on an ongoing basis.
7. Parents who encourage, listen, and accept expression of emotions help their child to develop healthy self-esteem about themselves and in relation to others.
8. Parents who learn about and practice safe nonviolent forms of child discipline become positive role models for their children.
9. Learning what is normal with their child's development helps parents accept their child as they are and decreases frustration from unrealistic expectations.
10. Parents that utilize recovery programs for alcohol or drug abuse learn to stay clean and stay connected with others.
11. Parent education classes teach parents the benefits of bonding, understanding, and accepting their children's personalities.
12. High quality preschools teach children social skills and build self-esteem.

Your request to the CDE must include the following information:

- A copy of both sides of the original NOA with which you disagree;
- A copy of the written decision letter from the local hearing; and
- A statement (e.g., letter) explaining why you disagree with the local hearing officer's decision.

You may mail, fax or deliver your request to:

California Department of Education
Early Education and Support Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814
Phone: 916-322-6233
Fax: 916-323-6853

What happens during the CDE review?

If the CDE receives your request within 14 calendar days of the date on the local agency's decision letter, the CDE will:

- Review the information provided.
- Contact you and/or the agency which issued your NOA if necessary.

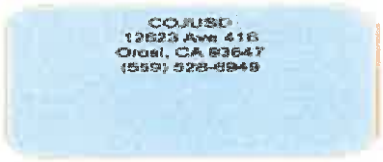
The CDE has up to 30 calendar days to make a decision and mail a final decision letter to you and to the agency which issued your NOA.

What happens next?

- If the CDE grants your appeal, the decision letter will include direction to the agency regarding continued services.
- If the CDE denies your appeal, the action on the NOA will become effective.

The CDE's decision is the final administrative decision and agencies must follow the CDE's decision.

For further information or to ask a question about the appeal process, please contact your child care agency at:



Parent Appeal Information Pamphlet

California Department of Education
March 2014

Based on:
California Code of Regulations,
Title 5, Section 18118 Et Seq.

Parent Appeal Information

- **Notice of Action**

Whenever an agency makes changes to child care services (for example, by approving or denying services, by changing the approved hours of care, or by terminating services), the agency must notify you by giving you a document called a "Notice of Action" (NOA).

The NOA will:

- Tell you **what** action will be taken, the reasons for the action and **the date** on which that action will be taken.
- Specify that you have a right to appeal the action on the NOA if you disagree with it, and provide you with instructions for appealing.

Please keep a copy of your NOA.

What if I disagree with the action on the NOA?
You have the right to appeal.

What is the appeal process?
There are two levels of appeal:

1. A local hearing conducted by a hearing officer who is not involved with the decision; and
2. A state review conducted by the California Department of Education (CDE) of the local hearing decision.

NOTE: *A state review by CDE may only be requested, if after going through the local hearing, you disagree with the decision of the agency (as noted on the decision letter from the agency).*

This document provides general information regarding the two levels of appeal described above. Please see your NOA and parent handbook for instructions on how to appeal.

Can I continue to receive services during the appeal process?
Yes. When you submit a request for a local hearing within 14 calendar days of the date the NOA was received, you will continue to receive services in accordance with your last service agreement until the appeal process is completed or abandoned.

Your appeal will be considered abandoned if:

- You do not submit a request for local hearing within 14 calendar days of receiving your NOA; or
- You (or your authorized representative) do not attend the local hearing; or
- You do not submit a timely request for the CDE's review after the local hearing process has taken place.

How do I request a local hearing?
To request a local hearing, you must notify the agency within 14 calendar days of the date the NOA was received. You may:

- Complete the second page of the NOA and mail, fax, deliver, or email a copy to your agency; or
- Submit your request using any other communication method identified in your parent handbook.

Please keep a record of how/when you submitted your request.

You have the right to:

- Review the information in your family data file.
- Have another person (called an "authorized representative") attend the local hearing with you, or on your behalf.
- An interpreter, if needed.

How will the agency let me know when my local hearing is scheduled?
Within 10 calendar days of receiving your timely request, the agency will provide you with a notice telling you the date, time and place of the local hearing.

What happens at the local hearing?
At the local hearing,

- The hearing officer will explain the reason for the NOA.
- You (and/or your authorized representative) will be able to explain the reasons why you think the action on the NOA is wrong.
- You will be able to ask questions about the agency's decision.

You should bring any documents/information that support why you think the action is wrong.

The hearing officer will make a decision based on the information provided at the hearing.

When will I be informed of the local hearing decision?
Within 10 calendar days after your local hearing, the hearing officer will mail or deliver a written decision letter to you. The decision letter will tell you how to request the CDE's review, if you do not agree with the decision.

What if I disagree with the hearing officer's written decision letter?
You have the right to request a review of the local decision by the CDE. The CDE must get your request within 14 calendar days from the date on the local agency's decision letter.

2026-2027

COJUSD

PROGRAMA PREESCOLAR MANUAL

(PROGRAMA PREESCOLAR DEL ESTADO DE CALIFORNIA)



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Assistant Superintendent
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COMIENZAN LOS FUTUROS BRILLANTES EN EDUCACIÓN INFANTIL

PREK/TK

Misión Escolar Unificado de Cutler-Orosi:
"Educando mentes, inspirando futuros"

Visión Escolar Unificado de Cutler-Orosi:
Todos los estudiantes estarán preparados para la universidad y la vida profesional, comprometidos a asumir sus responsabilidades cívicas y listos para competir en una economía global.

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Mary Helen Espino, Miembro
Karen Gonzalez, Miembro
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Javier Quevedo, Miembro

Administración de la oficina del distrito
Yolanda Valdez, Superintendente
Shevonne Swanson, Asistente Superintendente
Sunsie Tumacder, Asistente Superintendente

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Nuestra visión

"Futuros brillantes comienzan en la educación de la primera infancia"
Nuestra visión está diseñada para apoyar la visión del distrito: Todos los estudiantes estarán listos para la universidad, una carrera, la comunidad y estarán preparados para competir en una economía global.

Nuestra misión

Nuestra misión es proporcionar un entorno que maximice el aprendizaje de los estudiantes y brinde una oportunidad educativa completa para cada niño a través de:

- Personal altamente calificado
- Instrucción positiva, significativa y apropiada para el desarrollo, basada en las mejores prácticas
- Desarrollo continuo del personal
- Educación y participación continua de los padres

Filosofía del programa

Preescolar y TK es donde los estudiantes están expuestos a los fundamentos del aprendizaje preescolar. Estos fundamentos describen el conocimiento y las habilidades que los niños suelen exhibir a los 48 y 60 meses. Los hilos de habilidades fundamentales abordan el desarrollo socioemocional, el desarrollo del lenguaje y la alfabetización, y el desarrollo del idioma inglés. También introducen a los estudiantes a la ciencia y la historia/ciencias sociales. Las observaciones formales e informales de su hijo ayudarán a proporcionar a los maestros información sobre el desarrollo de su hijo.

Se ofrecen oportunidades de educación en la primera infancia a los padres de nuestros estudiantes de preescolar y kinder de transición (TK). Se alienta a los padres a participar activamente uniéndose a nuestro Comité Asesor de Padres (PAC). El desarrollo de los niños progresa cuando los padres asisten a reuniones educativas y participan en oportunidades preescolares/TK como (desfiles, excursiones, noches de alfabetización, etc.).

Nuestros Programas

El Distrito Escolar Unificado Conjunto de Cutler-Orosi ofrece preescolar a los niños que cumplirán **tres años antes del 1 de diciembre o en su tercer cumpleaños.** Nuestras escuelas preescolares se ofrecen convenientemente en cada uno de nuestros **3 campus de escuelas primarias:** Cutler School, Golden Valley School y Palm School. El espacio es limitado y las familias deben cumplir con los requisitos de elegibilidad. Nuestros programas de medio día se ofrecen por la mañana de 8:00 am a 11:00 am y por la tarde de 12:15 pm a 3:15 pm. Nuestro programa de preescolar de jornada parcial continúa ofreciéndose bajo el horario para días con niebla. **Los horarios de inicio y finalización del preescolar se mantendrán inalterados durante los días con niebla. Las llegadas tarde serán justificadas** en caso de que los padres consideren que las condiciones meteorológicas no son seguras.

Nuestros preescolares tienen una política de puertas abiertas e invitan a los padres a sumarse al proceso educativo de su hijo. Para ofrecerse como voluntario de forma regular y/o acompañar en excursiones, por favor consulte la sección Política de Voluntarios y Acompañantes en la página 19.

Se proporcionará transporte hacia/desde el preescolar solo si la recomendación ha sido hecha por un Plan de Educación Individual.

El Distrito Escolar Unificado Conjunto de Cutler-Orosi también ofrece un Kinder de Transición Combinado (TK) para niños que cumplirán **4 años cumplidos el 1 de septiembre de 2025 o antes.** Nuestros programas TK se ofrecen convenientemente en cada uno de nuestros 3 campus de escuelas primarias: Cutler School, Golden Valley School y Palm School. A través de este programa, ofrecemos un Programa Preescolar del Estado de California (CSPP) de medio día como parte de nuestro programa TK de día completo. El Programa de Doble Inmersión se ofrece en el nivel de TK en las escuelas primarias Cutler y Golden Valley, asignándose las plazas por orden de llegada. El horario es de 8:00 a. m. a 3:00 p. m. Los estudiantes inscritos en el programa combinado de TK (Blended TK) siguen el horario para días con niebla del COJUSD, a menos que el número de días exceda los requisitos de minutos del programa; en tal caso, los padres recibirán una notificación.

Transicional de Kinder

El kínder de transición puede ser una excelente opción para muchos niños, brindándoles una transición más fluida a la educación formal y fomentando su desarrollo social y académico. Sin embargo, los padres deben considerar cuidadosamente las necesidades y circunstancias individuales de su hijo para tomar una decisión informada sobre si TK es la opción correcta para su hijo. Es esencial sopesar las ventajas y desventajas frente a la personalidad, el nivel de desarrollo y los recursos disponibles del niño. Discutir la decisión con los maestros o los administradores de la escuela también puede brindar información valiosa.

Ventajas del Transición de Kínder (TK):

1. Transición fluida a la educación formal: TK actúa como un puente entre el preescolar y el jardín de infantes, brindando una transición suave y gradual al entorno más estructurado y académico de la escuela primaria. Esto puede ayudar a los niños a adaptarse mejor a la rutina y las expectativas de la educación formal.
2. Desarrollo social y emocional: TK permite a los niños desarrollar aún más sus habilidades sociales y madurez emocional. Aprenden a interactuar con sus compañeros, resolver conflictos y volverse más independientes en un entorno enriquecedor y de apoyo.
3. Exposición temprana al plan de estudios: los programas de TK a menudo introducen conceptos académicos básicos, como letras, números, formas y colores. Esta exposición temprana puede proporcionar una base sólida para el aprendizaje futuro en el jardín de infantes y más allá.
4. Atención individualizada: las clases más pequeñas en las clases de TK a menudo significan una atención más individualizada por parte de los maestros, lo que puede ser beneficioso para los niños que pueden necesitar apoyo adicional o tener estilos de aprendizaje únicos.
5. Mayor preparación para el jardín de infantes: los niños que asisten a TK generalmente están más preparados para el jardín de infantes, ya que han tenido un año adicional de desarrollo académico, social y emocional.

Desventajas del Transición de Kínder (TK):

1. Consideración de edad: Según la fecha de nacimiento del niño y las regulaciones locales, es posible que algunos niños no sean elegibles para TK, lo que significa que podrían comenzar el jardín de infantes a una edad más temprana. Esto podría conducir a una diferencia de edad con sus compañeros más adelante en su viaje académico.
2. Redundancia para algunos niños: si un niño ya completó un programa preescolar de alta calidad o posee habilidades académicas avanzadas, TK puede parecer repetitivo y menos desafiante para él.
3. Disponibilidad limitada: no todas las escuelas o distritos ofrecen programas de TK, por lo que los padres pueden tener dificultades para encontrar una clase de TK adecuada cerca.
4. Compromiso de tiempo y horario: Inscribirse en TK significa un año adicional de educación antes de comenzar el jardín de infantes, lo que podría afectar los horarios y las rutinas familiares.

Metas y objetivos

El objetivo del Programa de Educación de la Primera Infancia del Distrito Escolar Unificado Conjunto de Cutler-Orosi es brindar una oportunidad educativa completa para cada niño que proporcionará la base para el éxito de por vida. Para lograr esto, tenemos los siguientes objetivos:

1. Maximizar el rendimiento estudiantil

- El Perfil de Desarrollo de Resultados Deseados (2025) se utiliza como una herramienta de evaluación auténtica, desarrollada por el Departamento de Educación de California (CDE) y el Departamento de Servicios Sociales de California (CDSS). Esta herramienta está diseñada para monitorear el aprendizaje, el desarrollo y el progreso de los niños, permitiendo al personal diseñar una instrucción inclusiva y apropiada para la edad y el desarrollo.

Perfil de desarrollo de resultados deseados — Preescolar, Transición de Kinder, Kinder (PTK) (2025)

Los niños son evaluados dentro de los 60 a 90 días naturales posteriores a su primer día de asistencia y, posteriormente, al menos una vez cada seis meses. En el marco actualizado del DRDP (2025) PTK, los niños son evaluados en dominios fundamentales del desarrollo alineados con los Fundamentos de Aprendizaje para Preescolar y Kindergarten de Transición de California (PTKLF):

- Desarrollo social y emocional
- Enfoques del aprendizaje
- Cognición (incluyendo matemáticas y ciencias)
- Desarrollo lingüístico fundamental y desarrollo del idioma inglés (para estudiantes multilingües)
- Desarrollo físico y salud

El personal docente y los supervisores del programa revisan sistemáticamente los datos para orientar una instrucción intencional en el aula y para planificar actividades específicas, apropiadas para el desarrollo y adaptadas a las necesidades de cada niño.

Cuando se transfiera a un niño a una escuela pública local de un programa que atiende a niños en edad preescolar, el contratista deberá proporcionar al padre o tutor información del año anterior que se considere beneficiosa para el niño y el maestro de la escuela pública, incluidos, entre otros, limitado a problemas de desarrollo, habilidades de interacción social, antecedentes de salud y evaluaciones de diagnóstico, si corresponde. El programa de educación de la primera infancia puede, con el permiso del padre o tutor, transferir esta información a la escuela primaria del niño. Si un niño tiene una discapacidad y/o cuenta con un Programa de Educación Individualizado, el perfil de desarrollo se completará con las acomodaciones y adaptaciones necesarias que se pretendan. No obstante, (A) anterior, se requiere un perfil de desarrollo para un niño con un Programa de Educación Individualizado incluso si ese niño está inscrito por menos de 10 horas por semana.

El Perfil de Desarrollo de Resultados Deseados–PTK (2025) cuenta con dos secciones para los padres:

1. Las familias apoyan el aprendizaje de sus hijos
2. Las familias logran sus metas

Resultados deseados para niños y familias es una encuesta dirigida a los padres que se completa al menos una vez al año. Las encuestas se recopilan y se analizan sus resultados. Los resultados de la encuesta a los padres se utilizan para planificar, mejorar y llevar a cabo actividades que ayuden a los padres a apoyar el aprendizaje y el desarrollo de sus hijos, así como a satisfacer las necesidades de la familia.

Sistema de Puntuación de Evaluación en el Aula (CLASS) y el ambiente CLASS. CLASS se utiliza para medir la calidad del ambiente del programa, las interacciones niño-maestro, las interacciones y actividades de los niños, el uso del lenguaje, las prácticas de salud y seguridad, el espacio y los materiales. CLASS se utiliza para buscar áreas de mejora y planificar los cambios necesarios para satisfacer las necesidades del niño, el personal y los padres.

Regulaciones del Título 5 para implementar la Sección 106 del Proyecto de Ley del Senado (SB) 114 (Capítulo 48, Estatutos de 2023):

Los contratistas deben implementar CLASS Second Edition Pre-K-3rd, el ambiente CLASS y requisitos adicionales según se especifica.

2. Programa de desarrollo del personal

Nuestros programas están comprometidos a brindarles a nuestros niños una educación de calidad. Solo contratamos personal altamente calificado. Los recursos del distrito y de la comunidad se utilizan de forma continua para mantener la calidad del programa.

- A los nuevos empleados se les brindan actividades de orientación para guiarlos a comprender completamente cómo las políticas de la agencia se relacionan con su respectiva descripción de trabajo.
- Apoyamos el crecimiento continuo del personal mediante la evaluación de las necesidades del personal y proporcionando actividades de aprendizaje profesional continuas para mejorar su crecimiento.

- Se llevan a cabo reuniones de Comunidades de Aprendizaje Profesional (PLC) entre los programas en nuestro sitio y con otros sitios de la comunidad.
- Se intercambian estrategias de enseñanza, currículo e ideas, mejora de programas y mejores prácticas.
- Todos los miembros del personal reciben apoyo en todos los aspectos de sus deberes laborales y son evaluados anualmente.
- Contamos con mecanismos confiables de comunicación interna, que incluyen teléfono y correo electrónico, que brindan al personal información oportuna y necesaria para el desempeño de sus respectivas funciones.

3. Fomentar la participación de los padres/servicios sociales y de salud familiar
Nuestro objetivo es ayudar a las familias a apoyar el aprendizaje y el desarrollo de sus hijos. Tras la admisión, la recertificación o cuando sea necesario, nuestro programa ayuda a identificar las necesidades del niño y la familia en cuanto a servicios sociales o de salud y refiere al niño y/o la familia a las agencias apropiadas en la comunidad, según las necesidades de servicios sociales o de salud. Rutinariamente llevamos a cabo entrevistas de seguimiento con los padres para garantizar que se hayan satisfecho las necesidades identificadas.

4. Nutrición
Nuestros programas aseguran que los niños tengan comidas y meriendas nutritivas durante el tiempo que están en el programa. Las comidas y los refrigerios son apropiados desde el punto de vista cultural y de desarrollo de los niños y deben cumplir con los requisitos nutricionales especificados por el Programa Nacional de Almuerzos Escolares y el Programa de Alimentos para el Cuidado de Niños y Adultos. **Por favor notifique inmediatamente al personal del preescolar si su hijo es alérgico a cierto alimento.** Se realizarán las adaptaciones alimentarias correspondientes mediante el formulario de adaptaciones alimentarias debidamente firmado por el médico y presentado a la secretaría de Educación Infantil en la Oficina del Distrito.

5. Participación de la comunidad
Fomentamos el apoyo de la comunidad. Brindamos información a la comunidad sobre los servicios disponibles a través de publicaciones públicas, medios de comunicación y participación en eventos públicos, como reuniones de migrantes, ferias de salud, etc. También se han solicitado donaciones y servicios de la comunidad cuando surgieron necesidades.

Programa educativo

Los estándares para el componente del programa de educación y desarrollo infantil incluirán, pero no se limitarán a lo siguiente:

A. El enfoque del programa es apropiado desde el punto de vista del desarrollo, lingüístico y cultural.
B. El programa es inclusivo para niños con necesidades especiales. Los estudiantes que residen fuera de los límites del distrito deben iniciar y recibir los servicios especializados de su distrito de residencia.
C. El programa fomenta el respeto por los sentimientos y derechos de los demás. El programa apoya el desarrollo social y emocional de los niños al:
   1. Generar confianza.
   2. Planificar rutinas y transiciones para que puedan ocurrir de manera oportuna, predecible y

y manera pausada.

3. Ayudar a los niños a desarrollar seguridad emocional y facilidad en las relaciones sociales.

D. El programa prevé el desarrollo de las habilidades cognitivas y del lenguaje de cada niño al:

1. Usar varias estrategias, incluida la experimentación, la investigación, la observación, el juego y la exploración.

2. Garantizar oportunidades para la autoexpresión creativa a través de actividades como el arte, la música, el movimiento y el diálogo.

3. Promover la interacción y el uso del lenguaje entre niños y entre niños y adultos; y

4. Apoyar el desarrollo emergente de la lectoescritura y la aritmética.

E. El programa promueve el desarrollo físico de cada niño proporcionando suficiente espacio al aire libre, equipos, materiales y pautas para el juego y el movimiento activos.

F. El programa promueve y mantiene prácticas que son saludables y seguras.

Ley de mejora de la educación para personas con discapacidades (IDEA)

Todo individuo con necesidades excepcionales, que sea evaluado y determinado elegible para recibir instrucción académica especializada, servicios relacionados, o ambos bajo esta parte, recibirá dichos servicios de Educación Especial sin costo alguno para sus padres según lo determine apropiado para él o ella el Equipo del Programa de Educación Individualizada (IEP). La ley federal también exige que se ofrezca una educación gratuita y apropiada (FAPE) en el entorno menos restrictivo (LRE) a los alumnos discapacitados. Las personas con necesidades excepcionales se consideran "estudiantes discapacitados". Las condiciones de discapacidad cubiertas por IDEIA son conductas similares al autismo, sordoceguera, sordera, trastornos emocionales, discapacidad auditiva, discapacidad intelectual, discapacidades múltiples, discapacidad ortopédica, otra discapacidad de salud, discapacidad específica del aprendizaje, discapacidad del habla o del lenguaje, lesión cerebral traumática o discapacidad visual. discapacidad, incluida la ceguera.

Currículo

El plan de estudios utilizado por el Programa CSPP del Distrito Escolar Unificado de Cutler-Orosi se basa en el concepto de que los niños aprenden haciendo. Nuestro plan de estudios apropiado para el desarrollo está organizado en torno a las fortalezas e intereses de los niños y se ofrece de manera que atraiga a los niños en su etapa individual de desarrollo y refleje su diversidad cultural. Todos los días hay oportunidades para que todos los niños exploren materiales y creen experiencias significativas. Creemos que los niños descubrirán y aprenderán tomando decisiones. Permitimos que los niños trabajen en actividades en lugar de decirles cómo realizar una tarea o resolver problemas. Jugar con un propósito es el vehículo principal de nuestro plan de estudios. Es la herramienta de aprendizaje más valiosa del niño. El plan de estudios es individualizado y ofrece a los niños experiencias de aprendizaje de primera mano. Los maestros del Programa de Educación Infantil del Distrito Escolar Unificado Conjunto de Cutler-Orosi utilizan el DRDP PTK (2025) para evaluar el nivel de desarrollo de cada niño y diseñar experiencias de aprendizaje que alentarán a cada niño a desarrollar sus conocimientos/habilidades al siguiente nivel y más allá.

Idioma y Alfabetización: Se alienta a los niños a desarrollar su expresión verbal a través de muchas oportunidades para entablar conversaciones con adultos y compañeros. Las habilidades de alfabetización se promueven a través de un entorno rico en material impreso y actividades que promueven el interés y la conciencia de las letras y los sonidos de las letras, así como oportunidades para escribir. Las unidades de estudio de Sobrato Early Academic Language (SEAL) se utilizan como parte del plan de estudios de lenguaje y alfabetización. SEAL proporciona un enfoque basado en la evidencia basado en la investigación para apoyar a los estudiantes de inglés y de dos idiomas.

Pensamiento Matemático: Los niños desarrollan un sentido de los números al participar activamente en experiencias matemáticas de la vida real a través de su interacción con una variedad de materiales que desarrollan habilidades matemáticas como contar, clasificar, emparejar y reconocer formas. Nuestras aulas de Transición de Kínder utilizan el plan de estudios Classroom Mathematics California para apoyar el desarrollo temprano de las habilidades matemáticas.

Pensamiento Científico: Los niños aprenden explorando el mundo que les rodea. Fomentamos la curiosidad natural de los niños y la necesidad intrínseca de descubrir al ofrecerles oportunidades para usar sus cinco sentidos a través de la medición, comparación, cuestionamiento, predicción y análisis de resultados.

Desarrollo Emocional y Social: Los niños exploran roles y relaciones en el mundo que los rodea a través del juego dramático, la construcción de bloques, el reconocimiento de similitudes y diferencias en personas, familias, profesiones y la comprensión de las razones de las expectativas sociales.

Desarrollo físico: A los niños se les brinda la oportunidad de participar en actividades físicas que promuevan sus habilidades motoras grandes y pequeñas utilizando materiales y equipos como toboganes, pelotas, estructuras para trepar, triciclos, tijeras, plastilina, pintura, rompecabezas y tarjetas con cordones.

Salud y seguridad personales: Los niños tienen la oportunidad de elegir alimentos saludables y desarrollar prácticas seguras en el trabajo y el juego.

Creatividad: Se alienta a los niños a expresar su creatividad a través del juego autodirigido, el arte, la autoexpresión, la música y el juego dramático.

Proceso de autoevaluación del programa

El Programa Preescolar del Distrito Escolar Unificado Conjunto de Cutler-Orosi está financiado por la División de Desarrollo Infantil del Departamento de Educación de California, que requiere una Autoevaluación anual del Programa de Servicios de Desarrollo y Cuidado Infantil. Esta evaluación se envía al Departamento de Educación de California antes del 1 de junio de cada año. La revisión se completa utilizando el Instrumento de Desarrollo Infantil para el Monitoreo de Programas (CPM). La documentación de cada medida que se encuentra en Desired Results-PTK (2025), se utiliza para determinar el progreso realizado por los niños y sus familias y sirve para aumentar los estándares de calidad del programa. El sistema de resultados deseados utiliza las siguientes tres herramientas para completar la evaluación anual:

1. El Perfil de Desarrollo de Resultados Deseados-PTK (2025): Se completa dos veces al año para evaluar el progreso del desarrollo de cada niño.
2. La Encuesta para Padres de Resultados deseados para niños y familias: Se completa una vez al año para recopilar la opinión de los padres y evaluar la satisfacción familiar.
3. CLASS (Sistema de Puntuación para la Evaluación del Aula): Se utiliza para evaluar los entornos del aula y las interacciones entre el profesor y el niño, garantizando la conformidad con los estándares de calidad y apoyando las prácticas docentes reflexivas.

Las certificaciones y calificaciones del personal se revisan para asegurarse de que los maestros y el personal tengan la credencial/permiso apropiado requerido por el Estado de California.

Encuesta para padres

Cada contratista distribuirá anualmente la Encuesta para padres sobre los Resultados deseados para niños y familias, como se define en 5 CCR 18270.5(d), a los padres, recopilará las encuestas de los padres y analizará los resultados. El contratista utilizará los resultados de la encuesta de padres para planificar y realizar actividades para ayudar a los padres a apoyar el aprendizaje y desarrollo de sus hijos y para satisfacer las necesidades de la familia. El contratista utilizará los resultados y el análisis de la encuesta principal como parte de su proceso de autoevaluación anual.

Requerimientos generales

Para recibir los servicios del programa preescolar del estado de California, los niños deben tener tres o cuatro años de edad, según se define en EC 8208 y se establece a continuación, y cumplir con los criterios de elegibilidad y necesidad, según corresponda.

1. Para recibir los servicios de los programas preescolares de medio día del estado de California, las familias deben cumplir con al menos uno de los criterios de elegibilidad. (CE 8235[b]).
2. Además de cumplir con los requisitos de elegibilidad y/o necesidad, para ser elegible para los servicios, el niño debe vivir en el estado de California mientras recibe los servicios. La evidencia de una dirección postal o de una oficina de correos en California será suficiente para establecer la residencia. Una persona identificada como "sin hogar" está exenta de este requisito y deberá presentar una declaración de intención de residir en California.
3. La mesa directiva puede acomodar a los niños que residen fuera de los límites del distrito de acuerdo con EC 8322(a). La determinación de elegibilidad se hará sin tener en cuenta el estado migratorio del niño o de los padres del niño, a menos que el niño o los padres del niño estén bajo una orden final de deportación del Departamento de Seguridad Nacional de los Estados Unidos.
4. Los niños de tres años elegibles para el CSPP se definen como niños que cumplen tres años el 1 de diciembre o antes del año fiscal en el que están siendo atendidos. Los niños que cumplen tres años a partir del 2 de diciembre del año fiscal pueden inscribirse en un programa preescolar del estado de California a partir de su tercer cumpleaños.

Elegibilidad de ingresos

La elegibilidad será establecida por A, B, C o D a continuación:

A. La familia es un beneficiario de asistencia monetaria
B. La familia es elegible por ingresos
C. la familia no tiene hogar
D. La familia tiene un niño que está en riesgo de abuso, negligencia o explotación, o recibe servicios de protección infantil a través del departamento de bienestar del condado

En el momento de la certificación inicial, el padre debe proporcionar al contratista toda la documentación de respaldo. El padre es responsable de proporcionar la documentación del ingreso contable total de la familia y el contratista debe verificar la información, como se describe a continuación:

1. Los padres deberán documentar el ingreso contable total de todas las personas contadas en el tamaño de la familia de la siguiente manera:
   - Si el padre está empleado, proporcione:
     a. Una autorización que autorice al contratista a comunicarse con el(los) empleador(es), en la medida en que se conozca, que incluya el nombre, la dirección, el número de teléfono y el horario comercial habitual del empleador; y
     b. Todos los talones de cheques de nómina, una carta del empleador u otro registro de salarios emitido por el empleador para el mes anterior a la certificación inicial de elegibilidad para servicios continuos de conformidad con EC 8263(h)(1).
2. Cuando el empleador se niega o no proporciona la documentación solicitada o cuando una solicitud de documentación afectaría negativamente el empleo de los padres, proporcione otros medios de verificación que pueden incluir una lista de clientes y montos pagados, las declaraciones de impuestos más recientes firmadas y completadas, estimaciones trimestrales declaraciones de impuestos u otros registros de ingresos para respaldar los ingresos informados, junto con una autocertificación de ingresos.
3. Si el padre trabaja por cuenta propia, proporcione una combinación de la documentación necesaria para establecer la elegibilidad de ingresos actuales durante al menos el mes anterior a la certificación inicial de elegibilidad para servicios continuos. La documentación consistirá en tantos de los siguientes tipos de documentación como sea necesario para determinar los ingresos:
   a. Una carta de la fuente de los ingresos.
   b. Una copia de las declaraciones de impuestos firmadas y completadas más recientemente con una declaración de los ingresos estimados actuales para propósitos de impuestos; o
   c. Otros registros comerciales, como libros de contabilidad, recibos o registros comerciales.
4. Proporcione copias de la documentación de todos los ingresos no salariales a los que se hace referencia en la definición de "ingresos contables totales", la autocertificación de cualquier

ingreso para el cual no es posible la documentación y cualquier pago de manutención infantil verificado a los que se hace referencia en la definición de "ingreso mensual ajustado".

5. El distrito:
   a. Conservará copias de la documentación de ingreso total contable e ingreso mensual ajustado en el archivo de datos familiares.
   b. Cuando el padre esté empleado, el contratista deberá, según corresponda, verificar el sueldo/salario del padre; tasa(s) de pago; posibilidad de horas extra, propinas o compensación adicional; horas y días de trabajo; variabilidad de horas y días de trabajo; períodos de pago y frecuencia de pago, fecha de inicio para el empleado. Si el empleador se niega o no responde al proporcionar la información solicitada o si una solicitud de documentación del empleador afectaría negativamente el empleo de los padres, y si la información proporcionada es inconsistente con el conocimiento del contratista o la práctica comunitaria, deberá solicitar una aclaración en la autocertificación de ingresos, información adicional sobre ingresos o una base razonable para concluir que el empleador existe.
   c. Cuando el padre es un trabajador por cuenta propia, el contratista deberá obtener y hacer un registro de verificación independiente con respecto al costo de los servicios prestados por el padre que se puede obtener contactando a los clientes, revisando los estados de cuenta bancarios o confirmando la información en los anuncios o sitios web de los padres. sitio.
   d. Si los ingresos no se pueden verificar de forma independiente, el contratista deberá evaluar si los ingresos informados son razonables o consistentes con la práctica de la comunidad para este empleo.
   e. El contratista puede solicitar documentación adicional para verificar el total de ingresos contables en la medida en que la información proporcionada por el padre o el empleador sea insuficiente para realizar una evaluación razonable de la elegibilidad de ingresos.
   f. Para establecer la elegibilidad, deberá, al firmar la solicitud de servicios, certificar a la creencia razonable del contratista que la documentación de ingresos obtenida y, si corresponde, la autocertificación, respaldan los ingresos informados, son confiables y consistentes con toda otra información familiar y el conocimiento del contratista, en su caso, de este tipo de empleo o empleador.
6. Si la familia recibe servicios de cuidado y desarrollo infantil porque se identifica que el/los niño(s) ha sido abusado(a), descuidado(a) o explotado(s), entonces los padres no estarán obligados a proporcionar documentación del total de ingresos contables.

Tamaño de la familia

Un padre deberá proporcionar los nombres de los padres y los nombres, sexo y fechas de nacimiento de los niños menores de 18 años en la familia. Esta información se documentará en una solicitud confidencial para servicios de cuidado y desarrollo infantil y se utilizará para determinar el tamaño de la familia. El padre deberá proporcionar documentación de respaldo con respecto al número de niños y padres en la familia.

1. La información proporcionada en la solicitud de servicios se utilizará para determinar el tamaño de la familia. Un padre deberá proporcionar los nombres de los padres y los nombres, sexo y fechas de nacimiento de los niños menores de 18 años en la familia. Esta información se documentará en una solicitud confidencial para servicios de cuidado y desarrollo infantil y se utilizará para determinar el tamaño de la familia. El padre deberá proporcionar documentación de respaldo con respecto al número de niños y padres en la familia.

2. El número de hijos se documentará proporcionando uno de los siguientes documentos, según corresponda:
   a. Certificados de nacimiento.
   b. Órdenes judiciales relativas a la custodia de los hijos.
   c. Documentos de adopción.
   d. Registros de colocaciones en hogares de crianza.
   e. Registros escolares o médicos.
   f. registros del departamento de bienestar del condado; o
   g. Otra documentación confiable que indique la relación del niño con el padre.
3. Cuando solo uno de los padres haya firmado una solicitud de inscripción y la información provista en la solicitud indique que hay un segundo padre que no ha firmado la solicitud, el padre que haya firmado la solicitud deberá autocertificar la presencia o ausencia del segundo padre bajo pena de falso testimonio. El padre que haya firmado la solicitud no estará obligado a presentar información adicional que documente la presencia o ausencia del segundo padre.
4. Para propósitos de elegibilidad de ingresos y cuota familiar, cuando un niño y sus hermanos viven en una familia que no incluye a su padre biológico o adoptivo, solo el niño y los hermanos relacionados se contarán para determinar el tamaño de la familia. En estos casos, el o los adultos deben cumplir con un criterio de necesidad.

Prioridades de admisión y listas de espera

1. Prioridades de admisión
   a. Dar a niños de tres o cuatro años que reciben servicios de protección infantil, o que corren el riesgo de ser descuidados, abusados o explotados con una remisión por escrito de una agencia de servicios sociales, médicos o legales. Si una agencia no puede inscribir a un niño en esta categoría de prioridad, la agencia remitirá al padre o tutor del niño a recursos locales y servicios de referencia para que se puedan localizar los servicios para el niño.
   b. Todos los niños de cuatro años elegibles para CSPP que no están inscritos en un programa de kínder de transición financiado por el estado de acuerdo con la clasificación de ingresos familiares, siendo admitidos primero los de ingresos más bajos.
   c. Todos los niños de tres años elegibles para el CSPP de acuerdo con la clasificación de ingresos familiares, siendo admitidos primero los rangos de ingresos más bajos.
   d. Para efectos de determinar el orden de admisión, las familias con el ingreso mensual bruto más bajo en relación con el tamaño de la familia según lo determinado por un cronograma adoptado por el Superintendente de Instrucción Pública del Estado serán admitidas primero. Las subvenciones de asistencia pública se cuentan como ingresos y

se clasificarán en consecuencia. Cuando dos o más familias tengan los mismos ingresos, se admitirá en primer lugar la familia que tenga un hijo con necesidades excepcionales. Si ninguna de las familias con el mismo rango de ingresos tiene un hijo con necesidades excepcionales, se admitirá en primer lugar a la familia que lleve más tiempo en lista de espera.

e. Los contratistas no negarán el servicio ni asignarán una prioridad más baja a una familia que necesite menos servicios que los de tiempo completo.

f. El Departamento de Educación de California (CDE) puede otorgar una exención a las prioridades especificadas anteriormente para que el Distrito Escolar Unificado de Cutler-Orosi sirva a poblaciones específicas. Las solicitudes no pueden incluir la exención del programa de tarifas o la admisión de familias no elegibles. Las solicitudes de exención se enviarán al CDE y se aprobarán antes de la implementación.

El derecho de la familia a informar cambios voluntariamente

1. Cuando una familia informe voluntariamente los cambios, el distrito:
    a. Utilice la información según corresponda para reducir la tarifa familiar, aumentar los servicios de la familia o extender el período de elegibilidad.
    b. Recopilar documentación para respaldar los cambios solicitados,
    c. A más tardar 10 días hábiles después de recibir la documentación correspondiente, emita un Aviso de acción y no utilice la información recibida para realizar ningún otro cambio en el acuerdo de servicio.
2. Al recibir la solicitud por escrito de los padres en la subsección (b), el contratista deberá:
    a. Notificar a la familia por escrito del derecho de los padres a continuar trayendo a su hijo de conformidad con el nivel de servicio certificado original, y
    b. Recolectar documentación para respaldar los cambios solicitados, y
    A más tardar 10 días hábiles después de recibir la documentación correspondiente, emita un Aviso de acción y no utilice la información recibida para realizar ningún otro cambio en el acuerdo de servicio.

Proceso de inscripción

Proceso de notificación

La inscripción comenzará aproximadamente 120 días calendario antes del comienzo de clases.
Documentos necesarios:

1. Registros de nacimiento de todos los niños de la familia menores de 18 años
2. Prueba de residencia (factura de servicios públicos/gas/electricidad o identificación/licencia de conducir REAL del estado de California)
3. Copia del examen físico actual (dentro de un año calendario). Los exámenes físicos deben actualizarse anualmente. Se deberá entregar una copia a la oficina de Educación Infantil en el distrito.
4. Registros de vacunación actuales (DTP, MMR, Polio, Varicella, Hep B, HIB)

5. Prueba cutánea de TB (dentro de un año calendario y con la fecha de administración y la fecha de lectura de los resultados) o evaluación del riesgo de tuberculosis realizada por un médico (dentro de un año natural).
6. Comprobante de ingresos de cualquier adulto considerado en el "tamaño de la familia" durante todo el mes anterior a la inscripción

Aviso de acción
Cada vez que el preescolar realice cambios en los servicios de cuidado infantil (por ejemplo, aprobar/denegar servicios, cambiar las horas aprobadas o cancelar los servicios), los padres deben ser notificados a través del Aviso de acción (NOA). El NOA informará a los padres sobre el tipo de acción tomada, el motivo de la acción y la fecha de vigencia de la acción.

Información de apelación de los padres
Si los padres no están de acuerdo con la acción determinada por el preescolar de COJUSD, el padre debe apelar dentro de los 14 días a partir de la fecha en que se le entrega la NOA (19 días si se envía por correo). Cuando un padre no está de acuerdo con la decisión de apelación de la audiencia local, el padre puede apelar para una revisión estatal de la decisión de la audiencia local. El Folleto de información sobre la apelación de los padres (adjunto) proporciona información sobre los dos niveles de apelación. Los padres pueden encontrar más información sobre el proceso de apelación en NOA.

Políticas del programa

Política de Admisión
Los preescolares de COJUSD son financiados por el estado. Ningún niño o familia está excluido de la participación en nuestro programa por motivos de raza, religión, color, sexo, orientación sexual, género, ascendencia, origen nacional, identificación de grupo étnico, edad, discapacidad mental o discapacidad física. El programa da la bienvenida a la inscripción de niños con discapacidades e implementa adaptaciones razonables. Nuestros programas no incluyen instrucción religiosa o adoración como parte de nuestros servicios.

Politica de asistencia
Los niños deben registrar su entrada y salida todos los días electrónicamente mediante la aplicación. El registro de entrada y salida se realizará a través de la aplicación. Solo los adultos autorizados en la tarjeta de contacto de emergencia pueden firmar la salida del niño. A cualquier adulto, que no sea el padre solicitante, se le pedirá que presente una identificación con fotografía. A los padres sin custodia no se les puede negar el acceso a su hijo a menos que los documentos judiciales relevantes estén archivados.

1. El archivo de datos familiares deberá contener toda la información de salud del niño y de emergencia actual requerida por el Código de Regulaciones de California, Título 22, Seguridad Social, División 12, Sección 101221, Regulaciones de Licencias para Instalaciones de Cuidado Comunitario.
2. No se requiere que los registros de vacunación estén en el archivo de datos familiares para los niños que asisten a una escuela primaria pública o privada o para los niños que reciben atención en instalaciones autorizadas y reembolsadas de conformidad con EC 8220 y 8350.
3. La inscripción de los niños sin hogar se realizará en espera de la presentación de toda la documentación de vacunación. Si el padre ha sido identificado como sin hogar en la solicitud, los

contratistas deben permitir que la inscripción de los niños sin hogar comience inmediatamente después de que el padre firme la solicitud de servicios. Los contratistas deben certificar la elegibilidad dentro de los 30 días posteriores a la firma de la solicitud de servicios por parte de los padres. Por lo tanto, si el padre no ha proporcionado la documentación de inmunización dentro de los 30 días posteriores a la firma de la solicitud de servicios, el contratista debe denegar la certificación de los servicios y debe proporcionar el aviso de acción correspondiente al padre.

Ausencias Justificadas

1. Ausencias por enfermedad o cuarentena del niño o padre
2. Ausencias debido a visitas ordenadas por la corte (Código de Ed. Sección 8208e)
3. Las ausencias en el mejor interés del niño, que se limitarán a diez (10) durante el período del contrato, pueden incluir:
   a. tiempo pasado con familiares,
   b. vacaciones (limitado a diez por año escolar)
4. Ausencias por emergencias familiares, que pueden incluir:
   a. Accidente automovilistico
   b. Muerte de un miembro de la familia que vive en casa
   c. enfermedad de un hermano,
   d. Transporte
   e. Catástrofe natural (incendio o inundación)

Ausencias Injustificadas

Los estudiantes que superen las 10 ausencias injustificadas pueden ser dados de baja. Los casos serán revisados para determinar la elegibilidad continua del estudiante.

Política de comportamiento

COJUSD se reserva el derecho de rescindir el acuerdo de admisión si existen condiciones que perjudican a su hijo, a otros niños o al personal.

Las reglas se establecen de manera positiva y se aplican de manera consistente.

- **Cuidar de los demás**
- **Usa palabras amables**
- **Sé responsable**
- **Muestra respeto**

Se proporcionará apoyo conductual progresivo cuando se violen las reglas.

1. Uno a uno habla
2. Redirección/sombreado
3. Tiempo de pensar
4. Conferencia de padres
5. Terminación de servicios
   - Antes de expulsar o cancelar la inscripción de un niño debido a un comportamiento desafiante grave y persistente, la ley exige que el contratista de CSPP, dentro de los 180 días, busque y documente que ha tomado al menos los siguientes pasos razonables:

A. Consulte con los padres o tutores legales del niño y el maestro para mantener la participación segura del niño en el programa.
B. Informar a los padres o tutores legales de un niño que exhibe conductas desafiantes graves y persistentes sobre el proceso que el CSPP utilizará para ayudar al niño a continuar participando en el programa de manera segura.
C. Si el niño tiene un IEP o IFSP, y con el consentimiento por escrito del padre o tutor, consulte con el director de educación especial del distrito o el centro regional local sobre cómo atender al niño.
D. Si el niño no tiene un IEP o IFSP, complete una evaluación universal que incluya el desarrollo social y emocional, (b) refiera al padre o tutor a los recursos de la comunidad local y (c) implemente apoyo conductual.
E. Si después de seguir y documentar los pasos razonables mencionados anteriormente para fomentar la participación segura del niño, y persisten las preocupaciones sobre la participación segura, COJUSD consultará con los padres o tutores legales del niño, el maestro del niño y, si corresponde, el director del distrito para proporcionar educación especial. servicios si el niño califica
F. Si el distrito determina que la inscripción continua del niño representa una amenaza grave y continua para la seguridad del niño o de otros niños inscritos, el distrito derivará a los padres o tutores legales a las ubicaciones adecuadas.
G. Una vez que se hayan completado los pasos razonables descritos anteriormente, el distrito puede cancelar la inscripción del niño, sujeto a los requisitos del debido proceso.

Política de salud y bienestar

1. Medicamento:
   a. La documentación debe completarse antes de que el personal administre el medicamento.
   b. Todos los medicamentos deben ser recetados al estudiante.
   c. Solo con el consentimiento por escrito del médico que receta, los hermanos pueden compartir medicamentos.
   d. El medicamento debe estar en el envase farmacéutico original con el nombre del niño, la dosis específica y la fecha de prescripción claramente visibles.
   e. Si el medicamento caduca, COJUSD requerirá una nueva declaración por escrito del médico. Se notificará a los padres y se reemplazará el nuevo medicamento con la especificidad anterior.

2. Enfermedad/lesión:
   a. Los niños enfermos deben quedarse en casa hasta que estén libres de vómito, diarrea y/o fiebre durante 24 horas sin medicamentos.
   b. Si un niño se enferma o lesiona mientras está en el centro, se notificará a los padres. Se espera que los padres recojan a su hijo inmediatamente. Si el padre no está disponible, se contactará a los contactos de emergencia. Asegúrese de actualizar toda la información de contacto.
   c. Después de 3 o más días consecutivos, se debe proporcionar una autorización por escrito que indique las enfermedades diagnosticadas del niño, la fecha de la autorización y que el niño no presenta ningún riesgo para la salud de otros niños.
   d. Si a un niño se le diagnostica alguna enfermedad transmisible, como la gripe, el COVID o la enfermedad de manos, pies y boca, por favor informe a la enfermera del preescolar al 559-528-6949.

Inspecciones Sanitarias Diarias:

1. Las inspecciones se llevan a cabo antes de que el niño ingrese al preescolar. Los niños no pueden ser aceptados si tienen signos/síntomas de:
   - Tos o congestión severa
   - Vómitos: 2 o más episodios
   - Diarrea: 2 o más episodios
   - Fiebre de más de 100 grados
   - Drenaje del oído
   - ~~piojos o liendres~~
   - ~~Ojo rosa~~
   - Varicela
   - Impétigo
   - Tiña
2. Los niños no pueden ser aceptados **sin una nota del médico** si tienen signos/síntomas de
   - Sarna
   - Rubéola
   - Paperas
   - Giardia
   - Sarampión
   - Hepatitis A
   - Tos ferina
   - Shigela

Política de voluntarios/acompañantes

El preescolar de COJUSD tiene una política de puertas abiertas e invita a los padres a ser voluntarios. La política de nuestro distrito requiere que todos los voluntarios se sometan a una verificación de huellas dactilares antes de ser voluntarios y presenten prueba de tuberculosis (TB) negativa y una tarjeta de identificación (ID). La concesión de licencias requiere que todo el personal y los voluntarios presenten una verificación de las vacunas (MMR y tos ferina) y un comprobante de vacunación actual contra la gripe o rechazo.

Política de Igualdad de Oportunidades Educativas y No Discriminación

La Junta de Gobierno está comprometida con la igualdad de oportunidades para todas las personas en la educación. El Título IX es una ley federal que se aprobó en 1972 para garantizar que los estudiantes y empleados masculinos y femeninos en entornos educativos reciban un trato equitativo y justo. Protege contra la discriminación, el acoso, la intimidación o el acoso basado en el sexo (incluido el acoso sexual). Además, el Título IX protege a los estudiantes transgénero ya los estudiantes que no se ajustan a los estereotipos sexuales. El preámbulo del Título IX de las Enmiendas a la Educación de 1972 establece: "Ninguna persona en los Estados Unidos, por motivos de sexo, será excluida de la participación, se le negarán los beneficios o será objeto de discriminación, acoso, intimidación, o intimidación bajo cualquier programa educativo o actividad que reciba asistencia financiera federal". Los programas, actividades y prácticas del distrito estarán

libres de discriminación, acoso, intimidación u hostigamiento por motivos de discapacidad (que incluyen, entre otros, ceguera o discapacidad visual severa, discapacidad física o mental o condición médica), raza, etnia, color, ascendencia, nacionalidad, origen nacional, estado migratorio, falta de conocimientos de inglés, identificación de grupo étnico, edad, religión o credo religioso, embarazo, discapacidad, sexo, orientación sexual, género, identidad de género, expresión de género o información genética, real o estado civil potencial, estado parental real o potencial, estado familiar real o potencial, o cualquier otra característica identificada en el Código de Educación 200 o 220, el Código Penal 422.55 o el Código de Gobierno 11135 o basado en la asociación con una persona o grupo con uno de más de estos característica real o percibida.

Los programas e instalaciones del distrito, vistos en su totalidad, y deberán cumplir con el Título IX, el Título VII de la Ley de Derechos Civiles, la Ley de Estadounidenses con Discapacidades y la Sección 504 de la Ley de Rehabilitación de 1973. Las personas con discapacidades deberán notificar al Superintendente o principal si tienen una discapacidad que requiere asistencia o servicios especiales. Se debe dar una notificación razonable antes de la función, el programa o la reunión patrocinados por la escuela.

Información general

Autoridad de Inspección

El departamento o la agencia de licencias tiene autoridad de inspección y autoridad para entrevistar a los niños o al personal y para inspeccionar y auditar los registros de los niños o las instalaciones sin consentimiento previo. Haremos provisiones para entrevistas privadas y para el examen de todos los registros. El departamento o la agencia de licencias también tiene la autoridad para observar la condición física del niño o los niños, incluidas las condiciones que podrían indicar abuso, negligencia o ubicación inapropiada.

Nutrición

Todas las comidas son proporcionadas por el distrito y cumplen con los requisitos de comidas del Título 7 para el grupo de edad servido. Se puede acceder a los menús en el tablón de anuncios para padres y en el sitio web del distrito www.cojusd.org (Departamento de Servicios de Alimentos). Los menús se modificarán para niños con alergias alimentarias confirmadas por un médico.

Informe de abuso infantil

El preescolar de COJUSD informará cualquier abuso infantil sospechado o identificado a los Servicios de Bienestar Infantil (CWS). Apoyamos a las familias que están involucradas con CWS y mantendremos la confidencialidad absoluta de todos los registros relacionados con un informe de CWS de acuerdo con la ley estatal.

Información para compartir con los padres

En un lugar destacado de las paredes de nuestras aulas se encuentra información sobre cómo acceder a la base de datos de delincuentes sexuales registrados que está disponible en el sitio web de Megan's Law, https://www.meganslaw.ca.gov/ y le dará a las familias uno de los dos formularios de licencia (LIC Licencia 995 o Licencia 995A) proporcionada por el Departamento de Servicios Sociales del Estado.

Ropa

La ropa debe ser cómoda y apropiada para la temporada. Los estudiantes juegan tanto adentro como afuera. Se requieren zapatos cerrados (las botas de vaquero y las chancletas son peligrosas, por lo tanto, no están permitidas). Envíe una bolsa etiquetada con un par adicional de ropa interior, pantalones, calcetines y una camisa.

Objetos para dejar en casa

- Juguetes: pistolas, globos, canicas, etc.
- Dinero
- Artículos de vidrio, objetos afilados/puntiagudos
- colonia y maquillaje

Código de Conducta Ética y Expectativas para Padres/Tutores

1. Se espera que:
   - Sea un modelo a seguir positivo para su hijo, la escuela y la comunidad siendo respetuoso
   - Promover una actitud y un comportamiento positivos.
   - Ayudar a proporcionar seguridad y bienestar a los estudiantes.
2. En caso de violación de nuestro Código de Conducta Ética y Expectativas para Padres/Tutores, el Director de Educación Temprana notificará a los padres. Se realizará una reunión explicando las expectativas. Los padres firmarán un Acuerdo de Código de Conducta y se archivará en la Oficina de Educación Temprana. Si las violaciones continúan, se programará una reunión con el Director de Educación Temprana y el Superintendente.

Políticas de Terminación

Políticas de Terminación

El padre solicitante puede cancelar los servicios en cualquier momento notificando al personal de preescolar de COJUSD. Se firmará un Aviso de acción (NOA) para cancelar los servicios. Si COJUSD no es notificado del deseo de terminar los servicios o si COJUSD no puede obtener un NOA firmado, entonces un representante del programa firmará y enviará el Aviso de Acción por correo para terminar los servicios.

Política de terminación de COJUSD

Los servicios se cancelarán por las siguientes razones.

- Falsification of any information on the application, income declaration, or enrollment packet
- More than ten (10) unexcused absences of your child for the year
- Student behavior which cannot be controlled and proves to be a danger to the welfare of the other children (see specifics under behavior)
- Abusive behavior, sexual harassment, or any kind of threats by parent toward staff or other parents.

Aviso de Procedimiento Uniforme de Quejas (UPC)

Los individuos, las agencias, las organizaciones, los estudiantes y los terceros interesados tienen derecho a presentar una queja con respecto al nombre de la agencia y al programa de apoyo y aprendizaje temprano por presunta violación de un estatuto reglamentario que el Departamento de

Educación de California está autorizado a hacer cumplir. Esto incluye alegaciones de discriminación ilegal. Las quejas deben ser firmadas y presentadas por escrito con:

Departamento de Educación de California
División de Apoyo y Educación Temprana
Coordinador de Quejas
1430 N. Calle, Suite 3410
Sacramento, CA 95814

Si el denunciante no está satisfecho con la decisión final por escrito del Departamento de Educación de California, los recursos pueden estar disponibles en la corte estatal federal.

Política de acoso sexual

La Junta de Educación se compromete a mantener un ambiente escolar seguro que esté libre de acoso y discriminación. La Junta prohíbe, en la escuela o en actividades patrocinadas por la escuela o relacionadas con la escuela, el acoso sexual dirigido a cualquier estudiante por cualquier persona. La Junta también prohíbe el comportamiento o la acción de represalia contra cualquier persona que denuncie, presente una queja, testifique o apoye a un denunciante en alegaciones de acoso sexual.

El distrito alienta enfáticamente a cualquier estudiante que sienta que está siendo o ha sido acosado sexualmente en los terrenos escolares o en una actividad patrocinada o relacionada con la escuela por parte de otro estudiante o un adulto que haya sufrido acoso sexual fuera del campus que tiene un efecto continuo en el campus para comunicarse inmediatamente con su maestro, el director o cualquier otro empleado escolar disponible. Cualquier empleado que reciba un informe u observe un incidente de acoso sexual deberá notificar al director o al oficial de cumplimiento del distrito. Una vez notificado, el director o el oficial de cumplimiento tomará las medidas para investigar y abordar la acusación, como se especifica en el reglamento administrativo adjunto.

El Superintendente o su designado tomará las medidas apropiadas para reforzar la política de acoso sexual del distrito.

Instrucción/Información

El superintendente o la persona designada se asegurará de que todos los estudiantes del distrito reciban información adecuada para su edad sobre el acoso sexual. Dicha instrucción e información incluirán:

1. Qué actos y comportamientos constituyen acoso sexual, incluido el hecho de que el acoso sexual podría ocurrir entre personas del mismo sexo y podría implicar violencia sexual
2. Un mensaje claro de que los estudiantes no tienen que soportar el acoso sexual bajo ninguna circunstancia
3. Estímulo para denunciar incidentes observados de acoso sexual, incluso cuando la presunta víctima del acoso no se haya quejado.
4. Un mensaje claro de que la seguridad de los estudiantes es la principal preocupación del distrito, y que cualquier violación de la regla por separado que involucre a una presunta víctima o a cualquier otra persona que denuncie un incidente de acoso sexual se abordará por separado y no afectará la forma en que se recibirá la denuncia de acoso sexual. , investigado o resuelto
5. Un mensaje claro de que, independientemente del incumplimiento por parte del denunciante de la escritura, el cronograma u otros requisitos formales de presentación, toda acusación de acoso sexual que involucre a un estudiante, ya sea como denunciante, demandado o víctima del acoso, se

investigará y se tomará una acción inmediata. se tomarán para detener cualquier acoso, prevenir la recurrencia y abordar cualquier efecto continuo en los estudiantes

6. Información sobre el procedimiento del distrito para investigar quejas y la(s) persona(s) a quien(es) se debe(n) hacer un reporte de acoso sexual
7. Información sobre los derechos de los estudiantes y padres/tutores a presentar una denuncia civil o penal, según corresponda, incluido el derecho a presentar una denuncia civil o penal mientras continúa la investigación del distrito sobre una denuncia de acoso sexual.
8. Un mensaje claro de que, cuando sea necesario, el distrito tomará medidas provisionales para garantizar un ambiente escolar seguro para un estudiante que es denunciante o víctima de acoso sexual y/u otros estudiantes durante una investigación y que, en la medida de lo posible, cuando tal se toman medidas provisionales, no perjudicarán al denunciante o a la víctima del presunto acoso

Proceso de Quejas y Acciones Disciplinarias
Las quejas de acoso sexual por parte de los estudiantes y contra ellos se investigarán y resolverán de acuerdo con la ley y los procedimientos del distrito especificados en AR 1312.3 - Procedimientos Uniformes de Quejas. Los directores son responsables de notificar a los estudiantes y padres/tutores que las quejas de acoso sexual pueden presentarse bajo AR 1312.3 y dónde obtener una copia de los procedimientos.

Las quejas de acoso sexual por parte de los estudiantes y contra ellos se investigarán y resolverán de acuerdo con la ley y los procedimientos del distrito especificados en AR 1312.3 - Procedimientos Uniformes de Quejas. Los directores son responsables de notificar a los estudiantes y padres/tutores que las quejas de acoso sexual pueden presentarse bajo AR 1312.3 y dónde obtener una copia de los procedimientos.

Tras la investigación de una queja de acoso sexual, cualquier empleado que se descubra que ha participado en acoso sexual o violencia sexual hacia cualquier estudiante deberá terminar su empleo de acuerdo con la ley y el convenio colectivo aplicable.

Mantenimiento de registros
El Superintendente o la persona designada mantendrá un registro de todos los casos denunciados de acoso sexual para permitir que el distrito controle, aborde y prevenga el comportamiento de acoso repetitivo en las escuelas del distrito.

Procedimientos de quejas

Es política del Distrito que las quejas no deben abordarse durante o inmediatamente después de cualquier práctica o actividad. Si surge alguna situación en la que un padre/tutor desea reunirse con un maestro, un miembro del personal, un asesor/entrenador, o abordar un problema o queja específica, se debe seguir lo siguiente:

1. Solicite una reunión en la escuela con el maestro, miembro del personal, asesor o director.
2. Si su problema no se resuelve, programe una cita con el administrador de la escuela que supervisa el programa específico.
3. Si su problema sigue sin resolverse, se aplicará el proceso de apelación descrito en la Política del Distrito.

Participación de los padres, educación y PAC

El Programa Preescolar de COJUSD fomenta una política de "puertas abiertas", que incluye visitas y observación. Las actividades, los talentos y las habilidades de los padres siempre son bienvenidos y fomentados.

1. La orientación para padres explica completamente la visión, la misión, la filosofía, las metas y las actividades del programa, los requisitos y los procedimientos del debido proceso de nuestro programa. Todos los padres son bienvenidos y animados a participar en nuestras noches de padres y en el comité asesor de padres (PAC).
2. Se establece un área de comunicación con los padres en los salones de preescolar. En esta área encontrarás:
   - iniciar/cerrar sesión registrarse
   - calendario de eventos
   - copias de planes de lecciones o actividades semanales
   - notas para los padres del maestro de su hijo
   - notificación de reuniones de padres
3. Las reuniones de educación para padres y PAC se llevan a cabo mensualmente. Se cubre una variedad de temas. Hablamos de la asociación entre los padres y nuestro programa preescolar y todos los recursos disponibles para nuestras familias. Los recursos abarcan salud y bienestar, nutrición, educación y todos los demás recursos que se ofrecen a través de nuestro Centro de Educación Familiar local.
4. Las conferencias formales de padres y maestros se llevan a cabo dos veces al año. Las conferencias informales pueden tener lugar en cualquier momento durante el transcurso del año. Su comunicación y participación es muy importante.
5. Se requiere la opinión de los padres para el desarrollo de políticas/programas y la evaluación de los servicios para padres e hijos. Los avisos de las reuniones de padres se distribuyen a todos los padres.

Actividades de Otoño	Actividades de primavera
• Orientación para padres durante la inscripción • Reuniones Mensuales de Padres • De vuelta a la escuela • desfile de halloween • Semana del Listón Rojo • Viaje de estudios • Actividades del Día de los Veteranos (oradores invitados) • Cena de Acción de Gracias • construir casa de pan de jengibre • Fotos con Papá Noel • Rendimiento de invierno	• Orientación para padres durante la inscripción • Reuniones Mensuales de Padres • Casa abierta • Día de Concientización Agrícola (Unidad Agrícola) • Viaje de estudios • Trampas para duendes • Semana del Dr. Seuss • Caza del día de Pascua • Paseo por la naturaleza al jardín comunitario • Cinco de Mayo • Promoción

14. Los padres pueden aprender maneras de calmar a un bebé que llora y también controlar sus propios sentimientos de frustración cuando no pueden consolar al bebé.
15. Los padres pueden investigar a un proveedor de cuidado de niños para un historial de abuso de niños usando el Sistema del Registro de Personas con Antecedentes Aprobados para el Cuidado de Niños *(Trustline)*. Llame al 1-800-822-8490.
16. Los padres pueden pedir ayuda cuando se sienten estresados o deprimidos por los problemas de la vida.
17. Los padres que aprenden sobre la seguridad de los niños en el hogar pueden prevenir accidentes y aumentar la conciencia en cuanto al medio ambiente.
18. Los padres pueden utilizar servicios comunitarios tales como cuidado temporal de niños para ofrecer un descanso a los padres y servicios de visitas al hogar. Estos servicios pueden apoyar y fortalecer a los padres durante períodos difíciles.
19. Las comunidades pueden apoyar a las familias proporcionándoles actividades gratuitas o a bajo costo las cuales estimulan interacciones entre los padres y sus niños.
20. Redes comunitarias colaboran para facilitar que las familias reciban referencias y servicios.

STATE OF CALIFORNIA
(ESTADO DE CALIFORNIA)

HEALTH AND HUMAN SERVICES AGENCY
(SECRETARÍA DE SALUD Y SERVICIOS HUMANOS)

DEPARTMENT OF SOCIAL SERVICES
(DEPARTAMENTO DE SERVICIOS SOCIALES)

Office of Child Abuse Prevention
(Oficina para la Prevención del Abuso de Niños)

Pub 411 (SP) (8/11)

20 REALIDADES ACERCA DEL ABUSO Y DESCUIDO DE NIÑOS

1. El abuso o descuido de niños es un crimen.
2. Se puede tener acceso en el Internet a la Ley de California sobre el Deber de Reportar el Abuso y Descuido de Niños (Secciones 11164-11174.3 del Código Penal) en el sitio web: www.leginfo.ca.gov
3. El abuso y el descuido de niños afectan a los niños de todas las edades, razas, y niveles económicos.
4. Los casos en que se sospecha el abuso o descuido se deben reportar a la Oficina de Servicios para la Protección de Niños (CPS por sus siglas en inglés) o a la policía.
5. Una lista de los números de teléfono para las líneas de emergencia para reportar el abuso de niños en cada condado de California se encuentra en el sitio web: www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf
6. Los padres que abusan de las drogas o del alcohol corren más riesgo de abusar o descuidar a sus niños.
7. La exposición a la violencia doméstica afecta negativamente a los niños. La evidencia muestra que existe un fuerte vínculo entre la violencia doméstica y el abuso de niños.

8. Los niños que tienen menos de dos años de edad corren el mayor riesgo de sufrir abuso o descuido.
9. La prematuridad es un factor de riesgo para el abuso o descuido de niños.
10. El traumatismo craneoencefálico por maltrato o el síndrome del bebé que ha sido sacudido ocurre muchas veces cuando un adulto sacude a un niño debido al llanto inconsolable.
11. Los niños con discapacidades tienen más probabilidad de sufrir abuso o descuido que los niños que no tienen discapacidades.
12. Es posible que los niños que han sufrido descuido o abuso sexual no demuestren ninguna señal física de daño.
13. Los niños que viven en pobreza sufren descuido y abuso 22 veces más frecuentemente que los niños en familias de un alto nivel económico.
14. Es contra la ley hacer de manera intencional un reporte falso de abuso o descuido de niños.
15. El reportar un posible abuso o descuido de niños solamente requiere una "sospecha razonable" y no significa que automáticamente se vaya a sacar al niño del hogar.
16. Solamente una oficina de Servicios para la Protección de Niños o una oficina encargada de hacer cumplir la ley puede llevar a cabo una investigación acerca de una sospecha de abuso o descuido.
17. En California, se les requiere a las personas bajo mandato de reportar *(mandated reporters)* que reporten el abuso y descuido de niños. Las personas bajo mandato de reportar son aquellas personas que tienen contacto con los niños por medio de su empleo. Pueden recibir entrenamiento en: mandatedreporterca.com
18. Una vez que se hayan investigado los reportes de posible abuso de niños, estos reportes se clasifican como: comprobados, sin fundamento, o no concluyentes (sin evidencia suficiente).
19. Los reportes comprobados y los reportes no concluyentes de abuso o descuido de niños se incluyen en la base de datos de la Lista Central de Personas con Antecedentes de Abuso de Niños (CACI por sus siglas en inglés) del Departamento de Justicia de California.
20. Los reportes sin fundamento son excluidos de la base de datos de la CACI.

20 Maneras de Prevenir el Abuso y Descuido de Niños

1. La línea de emergencia conocida en inglés como *"Child Help USA Hotline"* ofrece ayuda por teléfono las 24 horas al día en casos de crisis a personas que están bajo estrés. Esta ayuda por teléfono está disponible en 140 idiomas al 1-800-422-4453.
2. Organizaciones tal como *"Parents Anonymous"* (Padres Anónimos) ofrecen sesiones en grupo para que los padres se ayuden unos a otros y compartan apoyo y estrategias positivas. Para información, vaya al sitio web: www.parentsanonymous.org
3. Consejos para la prevención del abuso de niños o centros de recursos para familias tienen recursos para ayudar a las familias. www.capsac.org/crisisnumbers/ca-councils o 222.familyresourcescenters.net
4. Los padres que piden ayuda para obtener vivienda, comida, transporte, y/o cuidado de la salud protegen a sus familias del estrés.
5. El mantener conexiones con familiares y amigos, compartiendo celebraciones así como problemas diarios, fortalece a las familias.
6. La familia que usa un médico familiar y un proveedor de cuidado de la salud promueve la buena salud y así les evalúan a los niños contínuamente para asegurar un desarrollo normal. Este tipo de familia se conoce en inglés como un *"medical home"*.
7. Los padres que animan y escuchan a sus niños aceptando la expresión de sus emociones les ayudan a desarrollar el amor propio saludable en cuanto a sí mismos y en relación a los otros.
8. Los padres que aprenden y usan metódos de disciplina seguros y no violentos se convierten en ejemplos positivos para sus niños.
9. El aprender lo que es normal en cuanto al desarrollo de sus niños les ayuda a los padres a aceptar a sus niños tal como son y disminuye la frustración de tener expectativas no realísticas.
10. Los padres que utilizan los programas de recuperación del abuso del alcohol o de las drogas aprenden cómo mantener la sobriedad y hacer conexiones con otras personas.
11. Hay clases para los padres que les enseñan los beneficios de establecer lazos con sus niños y comprender y aceptar las personalidades de sus niños.
12. Las preescolares de alta calidad les enseñan a los niños habilidades sociales y estimulan el desarrollo del amor propio.
13. El padre que hace una conexión con sus niños establece fuertes lazos familiares.

¿Qué sucede si no estoy de acuerdo con la carta de decisión por escrito del funcionario de audiencias?
Usted tiene derecho a solicitar una revisión de la decisión local por parte del CDE. El CDE debe recibir su solicitud en un plazo de 14 días calendario a partir de la fecha que se indica en la carta de decisión de la agencia local.

La solicitud que enviará al CDE debe incluir la siguiente información:
- una copia de ambos lados del NOA original con el que está en desacuerdo;
- una copia de la carta de decisión que recibió de la audiencia local; y
- una declaración (por ejemplo, una carta) en la que explique por qué no está de acuerdo con la decisión del funcionario de audiencias.

Puede enviar su solicitud por correo o fax, o entregarla en persona en:
California Department of Education
Early Education and Support Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814
Teléfono: 916-322-6233
Fax: 916-323-6853

¿Qué sucede durante la revisión del CDE?
Si el CDE recibe su solicitud en un plazo de 14 días calendario a partir de la fecha que se indica en la carta de decisión de la agencia local, el CDE:
- revisará la información provista
- se pondrá en contacto con usted o con la agencia que expidió el NOA de ser necesario

El CDE tiene hasta 30 días calendario para tomar una decisión y enviarle una carta de decisión final a usted y a la agencia que expidió el NOA que recibió.

¿Qué sucede después?
- Si el CDE le concede su apelación, la carta de decisión incluirá instrucciones para la agencia acerca de la continuidad de los servicios.
- Si el CDE deniega su apelación, la resolución que se indica en el NOA entrará en vigor.

La decisión del CDE es la decisión administrativa final y las agencias deben acatar la decisión del CDE.

Para obtener más información o para hacer preguntas acerca del proceso de apelación, póngase en contacto con la agencia de cuidados infantiles que le provee servicios:



[T14-534 Spanish, 2 pages]

Folleto de información para los padres sobre las apelaciones

Departamento de Educación de California
Marzo de 2014

California Department of Education
August 2014

Basado en:
Código de Regulaciones de California
(California Code of Regulations),
Título 5, artículo 18118 y siguientes

Este folleto es obligatorio sólo en la medida en que cite un requisito legal o reglamentario específico. Cualquier parte

Información para los padres sobre las apelaciones

Aviso de resolución
Siempre que alguna agencia haga cambios a los servicios de cuidado infantil (por ejemplo, al aprobar o denegar servicios; cambiar las horas de cuidado aprobadas; o cancelar los servicios), la misma debe avisarle entregándole un documento llamado "Aviso de Resolución" (Notice of Action, NOA).

El NOA:
- le informará qué resolución se tomará, las razones de la resolución y la **fecha** en que se tomará la resolución

- especificará que usted tiene derecho a apelar la resolución señalada en el NOA si no está de acuerdo con ella, y le brindará las instrucciones para hacerlo.

Guarde una copia del NOA que recibió.

¿Qué sucede si no estoy de acuerdo con la resolución señalada en el NOA?
Usted tiene derecho a apelar.

¿Cuál es el proceso de apelación?
Hay dos niveles de apelación:
1. Una audiencia local dirigida por un funcionario de audiencias que no esté involucrado en la decisión; y
2. Una revisión a nivel estatal de la decisión de la audiencia local realizada por el Departamento de Educación de California (California Department of Education, CDE).

NOTA: *Sólo puede solicitar la revisión a nivel estatal del CDE si, después de asistir a la audiencia local, usted no está de acuerdo con la decisión de la agencia (como se indica en la carta de decisión de la agencia).*

Este documento brinda información general acerca de los niveles de apelación que se describieron anteriormente. Consulte el NOA que recibió y el manual para padres para obtener las instrucciones sobre cómo apelar.

¿Puedo continuar recibiendo los servicios durante el proceso de apelación?
Sí. Si presenta una solicitud de audiencia local en un plazo de 14 días calendario a partir de la fecha en que recibió el NOA, usted continuará recibiendo los servicios conforme al acuerdo de servicio más reciente y hasta que el proceso de apelación finalice o usted renuncie a su apelación.

Se considerará que usted ha renunciado a su apelación si:
- no presenta una solicitud de audiencia local en un plazo de 14 días calendario a partir de la fecha en que recibió el NOA; o
- usted (o su representante autorizado) no asiste a la audiencia local; o
- no presenta a tiempo una solicitud de revisión por parte del CDE después de haberse llevado a cabo la audiencia local.

¿Cómo solicito una audiencia local?
Para solicitar una audiencia local, debe notificar a la agencia en un plazo de 14 días calendario a partir de la fecha en que recibió el NOA. Usted puede:
- llenar la segunda página del NOA y entregar o enviar una copia por correo postal, fax o correo electrónico a su agencia; o
- presentar su solicitud utilizando cualquier otro método de comunicación que se indique en el manual para padres.

Mantenga un registro de cómo y cuándo presentó su solicitud.

Usted tiene derecho a:
- revisar la información que se encuentra en el archivo de datos de su familia
- que otra persona (llamada "representante autorizado") asista a la audiencia local con usted o en su nombre
- un intérprete, si lo necesita

¿Cómo me informará la agencia cuando se programe mi audiencia?
En un plazo de 10 días calendario de haber recibido a tiempo su solicitud, la agencia le entregará un aviso con la fecha, hora y lugar en que se llevará a cabo la audiencia local.

¿Qué sucede en la audiencia local?
En la audiencia local
- el funcionario de audiencias le explicará la razón del NOA
- usted (o su representante autorizado) podrá explicar las razones por las que considera que la resolución señalada en el NOA es incorrecta
- podrá hacer preguntas sobre la decisión de la agencia

Debe traer cualquier documento o información que apoye su idea de que la resolución es incorrecta.

El funcionario de audiencias tomará una decisión basada en la información que se presente en la audiencia.

¿Cuándo se me informará de la decisión de la audiencia local?
En un plazo de 10 días calendario después de su audiencia local, el funcionario de audiencias le enviará o entregará una carta de decisión por escrito. La carta de decisión le indicará cómo solicitar la revisión del CDE si no está de acuerdo con la decisión.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING TO ACCEPT CSEA'S INITIAL PROPOSAL TO DISTRICT FOR THE 2026-2027 SCHOOL YEAR**

ATTACHMENTS: **CSEA'S INITIAL PROPOSAL TO THE DISTRICT**

FUNDING SOURCE: **N/A**

DISCUSSION:
Pursuant to the Educational Employment Relations Act and the 2025-2028 Collective Bargaining Agreement ("CBA") between the Cutler-Orosi Joint Unified School District ("District") and the California School Employees Association and its Cutler-Orosi Chapter #253 ("CSEA"), CSEA submits this initial proposal to commence negotiations with the District for 2026-2027 Reopener. CSEA proposes to alter and/or amend the following articles as indicated and presents these proposals for public discussion in accordance with Government Code §3547.

- **Article 9: Pay and Allowances**
- **Article 13: Health and Welfare**
- **Article 15: Vacations**

Hearing Start Time: _____ **Hearing End Time:** _____

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the CSEA's Initial proposal the District.**

PROPOSED ACTION: **HOLD HEARING**

Item #: 30

INITIAL PROPOSAL
FOR THE 2026-2027 REOPENER NEGOTIATIONS
FROM THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
CUTLER-OROSI CHAPTER #253
TO THE
CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
March 26, 2026

Pursuant to the Educational Employment Relations Act and the 2025-2028 Collective Bargaining Agreement ("CBA") between the Cutler-Orosi Joint Unified School District ("District") and the California School Employees Association and its Cutler-Orosi Chapter #253 ("CSEA"), CSEA submits this initial proposal to commence negotiations with the District for 2026-2027 Reopener.

CSEA proposes to alter and/or amend the following articles as indicated and presents these proposals for public discussion in accordance with Government Code §3547.

ARTICLE 9: PAY AND ALLOWANCES:

CSEA proposes to add, modify, and/or delete language pertaining to salary, salary schedules, and wage related matters.

CSEA proposes a fair and equitable salary increase for all bargaining unit members.

CSEA proposes to add, modify, and/or delete language pertaining to employee longevity.

CSEA proposes language including but not limited to vacation buy back language.

ARTICLE 13: HEALTH AND WELFARE:

CSEA proposes to add, modify, and/or delete language pertaining to health and welfare benefits.

CSEA proposes the District increase the District Contribution Rate toward health and welfare benefits for the 2026-2027 benefit year in order to fully cover the base plan.

ARTICLE 15: VACATIONS

CSEA proposes to add and/or modify language to pertaining to employee vacation accrual including, but not limited to, increasing the number of vacation days employees receive.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **ACCEPT CSEA'S INITIAL PROPOSAL TO DISTRICT FOR THE 2026-2027 SCHOOL YEAR**

ATTACHMENTS: **CSEA'S INITIAL PROPOSAL TO THE DISTRICT**

FUNDING SOURCE: **N/A**

DISCUSSION:
Pursuant to the Educational Employment Relations Act and the 2025-2028 Collective Bargaining Agreement ("CBA") between the Cutler-Orosi Joint Unified School District ("District") and the California School Employees Association and its Cutler-Orosi Chapter #253 ("CSEA"), CSEA submits this initial proposal to commence negotiations with the District for 2026-2027 Reopener. CSEA proposes to alter and/or amend the following articles as indicated and presents these proposals for public discussion in accordance with Government Code §3547.

- **Article 9: Pay and Allowances**
- **Article 13: Health and Welfare**
- **Article 15: Vacations**

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the CSEA's Initial proposal the District.**

PROPOSED ACTION: **ACCEPT**

Item #: 31

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING TO ADOPT DISTRICT'S INITIAL PROPOSAL TO CSEA FOR THE 2026-2027 SCHOOL YEAR**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **N/A**

DISCUSSION:
DISTRICT PRESENTS INITIAL PROPOSAL TO CSEA FOR 2026-2027:

- **Article IX: Pay and Allowance**

The District proposes to change language to update the contract to current law and programmatic needs. The District retains the right to amend, modify, add to or delete from this initial proposal at any time during the negotiations process as may be needed to be responsive to discussions that occur during negotiations.

Hearing Start Time: _____ Hearing End Time: _____

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the District's Initial proposal CSEA.**

PROPOSED ACTION: **HOLD HEARING**

Item #: 32

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **ADOPT DISTRICT'S INITIAL PROPOSAL TO CSEA FOR THE 2026-2027 SCHOOL YEAR**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **N/A**

DISCUSSION:
DISTRICT PRESENTS INITIAL PROPOSAL TO CSEA FOR 2026-2027:

- **Article IX: Pay and Allowance**

The District proposes to change language to update the contract to current law and programmatic needs. The District retains the right to amend, modify, add to or delete from this initial proposal at any time during the negotiations process as may be needed to be responsive to discussions that occur during negotiations.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item: Sunsie Tumacder, Assistant Superintendent of Administrative Services***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the District's Initial proposal CSEA.**

PROPOSED ACTION: **ADOPT**

Item #: 33

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **ESTABLISH A DISTRICT PLAN FOR SUBJECT MATTER VERIFICATION COMMITTEE**

ATTACHMENTS: **DISTRICT PLAN FOR SUBJECT MATTER VERIFICATION COMMITTEE**

FUNDING SOURCE: **N/A**

DISCUSSION:

Education Code 44258.3 requires the District to establish a Committee for Subject Matter Verification. The committee is to assign fully credentialed teachers to teach departmentalized classes in grades K-12, with their consent and irrespective of the designations on their teaching credentials. The teacher's competence must be verified according to policies and procedures established by the Governing Board consistent with the language of the statute. The term of this committee will be for two (2) years, 2026-2027 and 2027-2028.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the District Plan for Subject Matter Verification Committee.**

PROPOSED ACTION: **APPROVE**

Item #: 34

DISTRICT PLAN FOR
SUBJECT MATTER VERIFICATION COMMITTEE

PURPOSE: A district may establish a Subject Matter Verification Committee as outlined in EC §44258.3 to assign teachers who hold teaching credentials to teach departmentalized classes with their consent in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's competence is verified according to policies and procedures established by the governing board consistent with the language of the statute.

Submit this form to the Credentials Department, County Office of Education

1. This is to certify the establishment of our district Subject Matter Verification Committee in accordance with the provisions of EC §44258.3.

Cutler-Orosi Joint Unified School District	Sandra Williams
NAME OF DISTRICT	NAME OF PRESIDENT OR CHAIRPERSON OF DISTRICT GOVERNING BOARD
SIGNATURE OF SUPERINTENDENT	SIGNATURE OF PRESIDENT OR CHAIRPERSON

2. Effective date of establishment of Subject Matter Verification Committee: 7/1/2026

3. District administrative contact person for the Subject Matter Verification Committee:

NAME: Sunsie Tumacder TELEPHONE: 559-528-4763

TITLE: Assistant Superintendent

4. Members and Terms of office for Subject Matter Verification Committee members:

REPRESENTATIVES	APPOINTMENT DATE	LENGTH OF TERM
Sunsie Tumacder	7/1/2026	2 Years
Lindsay Mendoza	7/1/2026	2 Years

5. Criteria for determining teachers' subject matter competence pursuant to EC §44258.3:
(If additional space is needed, please attach a separate page)

Demonstrated skills, knowledge, and experience for assignment and curriculum framework and course content.

Additional verification as needed may include, but is not limited to: observation, oral interview, demonstration.

Lessons, curriculum portfolios, or written examinations.

6. Verification of notification of representative of the certificated employees: (Initialed by principal of the school or appropriate administrator)

S.T.
INITIALS

Sunsie Tumacder
PRINT NAME

EC §44258.3 allows local school districts to assign teachers who hold teaching credentials to teach departmentalized classes with their consent in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's competence is verified according to policies and procedures established by the governing board consistent with the language of the statute.

(a) The governing board of a school district may assign the holder of a credential other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment. The governing board shall adopt policies and procedures for the purpose of verifying the adequacy of subject knowledge on the part of each of those teachers. The governing board shall involve subject matter specialists in the subjects commonly taught in the district in the development and implementation of the policies and procedures, and shall include in those policies and procedures both of the following:

(1) One or more of the following ways to assess subject matter competence:

(A) Observation by subject matter specialists, as defined in subdivision (d).
(B) Oral interviews.
(C) Demonstration lessons.
(D) Presentation of curricular portfolios.
(E) Written examinations.

(2) Specific criteria and standards for verifying adequacy of subject matter knowledge using any of the methods in paragraph (1). The criteria shall include, but need not be limited to, evidence of the candidate's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject to be taught and the specific content of the course of study in the school district for the subject, at the grade level to be taught.

(b) Teaching assignments made pursuant to this section shall be valid only in that school district. The principal of the school, or other appropriate administrator, shall notify the exclusive representative of the certificated employees for that school district, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, of each instance in which a teacher is assigned to teach classes pursuant to this section. Any school district policy or procedures adopted and teaching assignments made pursuant to this section shall be included in the report required by subdivisions (a) and (e) of Section 44258.9. The Commission on Teacher Credentialing may suspend the authority of a school district to use the teaching assignment option authorized by this section upon a finding that the school district has violated the provisions of this section.

(c) Nothing in this section shall be construed to alter the effect of Section 44955 with regard to the reduction by a school district governing board of the number of certificated employees.

(d) For the purposes of this section, "subject matter specialists" are mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regionally subject matter projects or curriculum institutes, or college faculty.

An advisory on using EC §44258.3 is available in CIG at http://www.ctc.ca.gov/credentials/manuals-handbooks/Advisory-on-Teacher-Assignment.pdf.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **ESTABLISH A DISTRICT PLAN FOR COMMITTEE ON ASSIGNMENTS (COA)**

ATTACHMENTS: **DISTRICT PLAN FOR COMMITTEE ON ASSIGNMENT (COA)**

FUNDING SOURCE: **N/A**

DISCUSSION:

Education Code 44258.7 requires the District to establish a Committee on Assignments for the purpose of placing teachers in teaching assignments in areas outside of their credential. These courses are "elective courses" and are not core subject classes in English, Mathematics, Science or Social Studies. The term of this committee will be for two (2) years, 2026-2027 and 2027-2028.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the District Plan for Committee on Assignments (COA).**

PROPOSED ACTION: **APPROVE**

Item #: 35

DISTRICT PLAN FOR COMMITTEE ON ASSIGNMENTS

PURPOSE: A district may establish a Committee on Assignments as outlined in EC §44258.7(c) and (d) to review and approve assignments of teachers employed on a full-time basis in grades K-12 who have special skills and preparation outside of his or her credential authorization, to teach an elective course. *An "elective course" is a course other than English, Mathematics, Science, or Social Studies.*

Submit this form to the Credentials Department, County Office of Education

1. This is to certify the establishment of our District Committee on Assignments in accordance with provisions of EC 44258.7(d).

   Cutler-Orosi Joint Unified School District
   DISTRICT NAME

   _____ SIGNATURE OF SUPERINTENDENT

   _____ SIGNATURE OF PRESIDENT OR CHAIRPERSON OF DISTRICT GOVERNING BOARD

2. Effective date of establishment of Committee on Assignments: 07/01/2026

3. District administrative contact person relative to the Committee on Assignments:

   NAME: Sunsie Tumacder PHONE: 559-528-4763

   TITLE: Assistant Superintendent

4. Procedures for selection of the committee membership in accordance with EC 44258.7(c) (list or attach):

   1. The Teacher's Association President selects the teacher(s) on the committee.
   2. The Assistant Superintendent selects the administrator for the committee.
   3. _____
   4. _____

5. Term of office for Committee on Assignments members:

Teacher Representative(s)	Date	Length of Term
Lindsay Mendoza	7/1/2026	2 years
Administrator Representatives(s)		
Sunsie Tumacder	7/1/2026	2 years

6. Criteria for determining teachers' qualifications for assignments pursuant to EC 44258.7(c-d) (list or attach):

   1. Special skills and preparation
   2. Previous experience
   3. Assignment outside of credential authorization is for an "elective eourse" not an academic course

44258.7

(c) A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of his or her credential authorization may, with his or her consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision an "elective course" is a course other than English, mathematics, science, or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers, and school administrators, selected by school administrators.

(d) Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the schoolsite administrator and the affected teacher. All initial assignments or extensions shall be approved prior to the assignment or extension. Districts making assignments under this subdivision shall submit a plan to the county superintendent of schools which shall include, but need not be limited to, the following:

(1) Statements signed by the district superintendent and the president or chairperson of the district governing board, approving the establishment of the committee.

(2) Procedures for selection of the committee membership.

(3) Terms of office for committee members.

(4) Criteria for determining teachers' qualifications for these assignments.

(e) The Commission on Teacher Credentialing may develop and recommend general criteria that may be used by local committees on assignment in assessing a candidate's qualifications.

COMMITTEE ON ASSIGNMENTS (COA) ACTIONS

PURPOSE: County Offices of Education shall, in an annual report to the Commission on Teacher Credentialing, provide information on actions taken by districts COAs and shall annually monitor and review district employee assignment practices. This form will also be utilized in authorization of pay warrant for affected credential holder. [EC 44258.7 (c) and (d)]

SUBMIT THIS FORM TO THE CREDENTIALS DEPARTMENT, TULARE CO. OFFICE OF EDUCATION

DISTRICT: _____ **SCHOOL:** _____

TEACHER: _____ **SSN:** XXX-XX-_____

ASSIGNMENT: _____ **GRADE(S):** _____

I hereby certify to all of the following:

( ) This course an elective course.

( ) Criteria utilized to determine qualifications for assignment is consistent with the district plan on file at the County Office of Education.

If there is a departure from district plan, describe the different criteria utilized to determine qualifications for assignment:

_____

_____

_____

( ) Committee action was taken ***prior*** to the assignment or extension of the assignment.

( ) (If applicable.) Upon application by the school site administrator and the affected teacher, the committee took action to ***extend*** the assignment ***prior*** to the effective date of the assignment.

( ) The teacher affected has consented to this assignment.

Action approved by Committee on Assignments on _____.
Date

_____ _____
Authorized District Administrator Date

MIS-3 (01/17)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS FOR THE 2026-2027 SCHOOL YEAR**

ATTACHMENTS: **AGREEMENT**

FUNDING SOURCE: **N/A**

DISCUSSION:

The Board must approve a Declaration of Need for Fully Qualified Educators at the start of every school year to allow the hiring of Multiple Subject and Single Subject Long-term Emergency Credentialed teachers and teachers on Limited Assignment Permits when fully qualified credentialed teachers are not available. The credential areas covered are for the General and Special Education Limited Assignment Permits, such as CLAD, BCLAD, RSP, Teacher Librarian, and Visiting Faculty Permit. The Declaration is not used for Provisional Internship Permits (PIP) or Short-Term Staff Permits (STSP). By approving this Declaration, our anticipated need for permits for the 2026-2027 school year, will be covered as of July 1, 2026.

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the declaration of need.**

PROPOSED ACTION: **APPROVE**

Item #: 36

State of California
Commission on Teacher
Credentialing Certification Division

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED
30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

☑ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

☐ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows: (Attach additional sheets, if necessary.)

State-wide and County shortage of substitutes and regular teachers.

I hereby certify that all of the information contained in this statement of need is true and correct.

	Cutler-Orosi Joint Unified	06/11/2026
Signature of the District Superintendent	*District*	*Date*
Signature of the County Superintendent of Schools	*County*	*Date*

It is not necessary to submit this form to the Commission on Teacher Credentialing.

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Cutler-Orosi Joint Unified School District District CDS Code: 71860

Name of County: Tulare County CDS Code: 54

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6 / 11 / 2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Yolanda Valdez		District Superintendent
Name	*Signature*	*Title*
559-528-3132	559-528-4763	06/11/2026
Fax Number	*Telephone Number*	*Date*

12623 Avenue 416, Orosi, CA 93647
Mailing Address

parodriguez@cojusd.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	4
Bilingual Authorization (applicant already holds teaching credential)	2
List target language(s) for bilingual authorization: _____	
Resource Specialist	1
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	1

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	4
Single Subject	4
Special Education	3
TOTAL	11

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English	1	Science: Chemistry	1
Foundational-Level Math	1	Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? (●) Yes ( ) No

If yes, how many interns do you expect to have this year? 18

If yes, list each college or university with which you participate in an internship program.

IMPACT Tulare County Program, CSU Fresno Cal-State Teach, Chapman University, Bradman University, Fresno Pacific University, National University, Phoenix University

If no, explain why you do not participate in an internship program.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVE SUBMISSION OF APPLICATION FOR CALIFORNIA DEPARTMENT OF EDUCATION LICENSE EXEMPT CLASSROOM**

ATTACHMENTS: **APPLICATION FOR CALIFORNIA DEPARTMENT OF EDUCATION LICENSE-EXEMPT CLASSROOM**

FUNDING SOURCE: **N/A**

DISCUSSION: For California State Preschool Programs (CSPP) classes to provide reimbursable services, they must maintain a California Department of Education (CDE) license or be license exempt. The Early Childhood Education (ECE) department is requesting to apply for license-exempt status for one new Blended Transitional Kindergarten (TK) class: Golden Valley Room 509. This allows each school to have up to three license-exempt classrooms.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the application for CDE license-exempt classroom.**

PROPOSED ACTION: **APPROVE**

Item #: 37

California Department of Education
Early Education Division

Application for License Exemption

Instructions

Complete this form if your agency is a local educational agency (LEA) operating a California State Preschool Program (CSPP) requesting to be exempt from licensure pursuant to *Health and Safety Code* (*H&SC*) Section 1596.792(o).

Enter the contractor information in the required fields and review the certification statements below. Include signature and date of the Authorized Agency Representative.

Contractors may not operate as license-exempt until notified by the CDE that this request has been approved.

Contractor Information

Agency Name: Cutler-Orosi Joint Unified School District

Vendor Number: 7186 **Contract Number:** CSPP-5608

Number of Classrooms requesting for License Exemption: 1

Attachments

Attach a document or use page 3 to list the following for each classroom the contractor is requesting to be license exempt: (1) Classroom Name or Number, (2) Facility/Site Name, (3) Facility/Site Address.

For initial exemption requests, submit this form, a copy of the current Facility Inspection Report (FIT), the Office of State Architect Certification, and any required attachments as requested by the CDE to the CSPPExempt inbox at CSPPExempt@cde.ca.gov. For renewal of exemption requests, submit as part of the Continued Funding Application (CFA).

Certification Statements

The purpose of this application is to ensure the California Department of Education and the California Department of Social Services, Community Care Licensing Division that this facility meets the conditions of the Early Education Division for a classroom licensing exemption pursuant to *Health and Safety Code* Section 1596.792(o)(1).

In order to be approved for license exemption, the LEA must certify that it meets all of the following requirements:

1. The agency meets the definition of an LEA as set forth in *Health and Safety Code* Section 1596.792(o)(1). For license exemption purposes, the definition of an LEA is either a school district, county office of education or a charter school.
2. The agency has a contract to provide CSPP services.

3. The agency is performing the CSPP services directly (not through a subcontractor).
4. The agency is performing such services in a school building, as defined by *EC* Section 17283.
5. The school building in which the services are performed is compliant with the provisions of the Field Act.
6. The school building in which services are performed is maintained and in good repair, as defined in *EC* Section 17002(d)(1).
7. The agency complies with the Kindergarten Classroom Requirements, as stipulated in the *California Code of Regulations*, Title 5 (5 *CCR*), commencing with Section 14000.
8. The CSPP classroom(s) requesting to be license exempt only serves age-eligible four-year-old children, as defined in *EC* Section 8205.
9. The CSPP classroom(s) requesting to be license exempt is in compliance with 5 *CCR* sections 17775–17781.
10. The Uniform Complaint Process is posted clearly in the CSPP classroom(s) requesting to be license exempt.

Signature

On behalf of the above-named agency, I certify that the agency meets all of the requirements set forth above as provided for in *Health and Safety Code* Section 1596.792(o)(1) and 5 CCR, Section 17792.

I declare under penalty of perjury that the above information is true and correct to the best of my knowledge.

Authorized Agency Representative Signature: _____

Title: _____ **Date:** _____

For CDE Use Only

The following section is for CDE use *only. (License exemption is not approved until reviewed, signed, and dated by CDE representatives below.)*

Consultant Signature: _____

Telephone Number: _____ **Date:** _____

Administrator Signature: _____

Telephone Number: _____ **Date:** _____

California Department of Education
Early Education Division

For each classroom the contractor is requesting to be license exempt, list the following: (1) Classroom Name or Number, (2) Facility/Site Name, (3) Facility/Site Address. Attach additional pages if necessary.

1. Room 509
2. Golden Valley Elementary
3. 41465 Road 127, Orosi, CA 93647

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **RESOLUTION NO. 2026-2027-22 AUTHORIZING PROPERTY PURCHASE**

ATTACHMENTS: **RESOLUTION NO. 2026-2027-22**

FUNDING SOURCE: **N/A**

DISCUSSION:
Administration is requesting Governing Board approval of Resolution No. 2026-2027-22 authorizing the Superintendent, or designee, to negotiate and pursue the acquisition of real property on behalf of the District. The proposed acquisition is intended to support current and future District needs, including educational programming, operational services, transportation, maintenance, recreation, administrative functions, and facility expansion.
The resolution authorizes the Superintendent to negotiate terms and conditions, execute necessary purchase and escrow documents, and complete all required due diligence activities related to the acquisition, subject to applicable legal review and compliance with District policies and state law. Administration recommends approval of the resolution in order to provide the District with the authority necessary to move forward with property acquisition opportunities determined to be in the best interests of the District.

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

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

PROPOSED ACTION: **APPROVE**

Item #: 38

RESOLUTION NO. 2025-2026-22

RESOLUTION OF THE GOVERNING BOARD OF THE CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT AUTHORIZING THE SUPERINTENDENT TO NEGOTIATE AND PURCHASE REAL PROPERTY

WHEREAS, the Governing Board ("Board") of the Cutler-Orosi Joint Unified School District ("District") is authorized pursuant to the laws of the State of California, including California Education Code sections 35160 and 35162, to acquire real property for school and district purposes; and

WHEREAS, the District has identified a need for additional property to support current and future educational, operational, administrative, recreational, transportation, or facility needs of the District; and

WHEREAS, the Board finds that it is in the best interests of the District to authorize Superintendent Yolanda Valdez, or her designee, to negotiate terms and conditions for the acquisition of real property on behalf of the District; and

WHEREAS, the Board desires to delegate limited authority to the Superintendent to execute documents necessary to complete the acquisition of such property, subject to the terms and limitations established herein;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cutler-Orosi Joint Unified School District as follows:

1. **Authorization to Negotiate**
   Superintendent Yolanda Valdez, or her designee, is hereby authorized to identify, evaluate, and negotiate the acquisition of real property suitable for District purposes, including but not limited to the following property:

   Assessor's Parcel Number(s): _____
   Common Address/Location: _____

2. **Authorization to Purchase**
   Subject to final approval of legal counsel and compliance with all applicable laws, the Superintendent is authorized to execute purchase agreements, escrow instructions, due diligence documents, and related instruments necessary to complete the acquisition of the above-described property.
3. **Purchase Authority**
   The Superintendent is authorized to negotiate and complete the acquisition of the above-described property on behalf of the District, subject to compliance with applicable law, District policies, and review by legal counsel.
4. **Due Diligence and Compliance**
   Prior to closing escrow, the Superintendent shall ensure that appropriate investigations and due diligence activities are completed, including but not limited to:

- Title review;
- Environmental review and/or CEQA compliance, as applicable;
- Appraisal review, if required;
- Site suitability analysis; and
- Legal review by District counsel.

5. **Funding Source**
   Funds for the acquisition shall be paid from: _____.
6. **Further Actions**
   The Superintendent and District staff are authorized to take any additional actions and execute any further documents reasonably necessary to carry out the intent of this Resolution.

PASSED AND ADOPTED by the Governing Board of the Cutler-Orosi Joint Unified School District on the 11th day of June, 2026, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

_____
President of the Governing Board

ATTEST:

_____
Clerk/Secretary of the Governing Board

CERTIFICATION

I, Delia Martinez, Clerk/Secretary of the Governing Board of the Cutler-Orosi Joint Unified School District, hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said Board at a regular meeting thereof held on June 11, 2026.

_____
Clerk/Secretary of the Governing Board

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **AWARD OF CONTRACT—OROSI HIGH SCHOOL DEMOLITION PROJECT**

ATTACHMENTS: **BID RESULTS LOG**

FUNDING SOURCE: **BOND FUNDS**

DISCUSSION:
Presented at the Board meeting are the bid results for the Orosi High School Demolition Project. This project includes the demolition of the existing building and surrounding site improvements located at Orosi High School in preparation for future campus development and construction projects. The scope of work includes removal of the existing structure, associated utilities, and site improvements necessary to prepare the area for future use by the District.
The approval of this item will allow the Superintendent to award the contract to the lowest responsible bidder in accordance with California public contracting requirements. The project was publicly advertised in the Mid Valley Times and local trade journals to ensure competitive bidding. All work associated with this project will comply with applicable California public works requirements, including prevailing wage, labor compliance, and bonding regulations.

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

RECOMMENDATION: **The Superintendent recommends the Board approve the award of contract.**

PROPOSED ACTION: **APPROVE**

Item #:39

BID RESULTS LOG

Project: Demo of Existing Building and Site Improvements
Site: Orosi High School
Owner: Cutler-Orosi Joint Unified School District
Bid Open: May 28, 2026 at 10:00 a.m.

#	CONTRACTOR	BID AMOUNT	ADDENDUM NO. 1	BID FORM	BID BOND	DESIGNATION OF SUBCONTRACTORS	NON-COLLUSION DECLARATION FORM	WORKERS' COMP/DRUG FREE CERTIFICATION	FINGERPRINTING NOTICE	PRIME BIDDER DVBE CERTIFICATION	SUFFICIENT FUNDS DECLARATION
1	CENCAL Services, Inc.	$124,950.00	☑	☑	☑	☑	☑	☑	☑	☑	☑
2	MAG Engineering, Inc.	$127,125.00	☑	☑	☑	☑	☑	☑	☑	☑	☑
3	California Building Structures, Inc.	$174,000.00	☑	☑	☑	☑	☑	☑	☑	☑	☑
4	BDM, Inc.	$192,875.00	☑	☑	☑	☑	☑	☑	☑	☑	☑
5	Bowen Engineering and Environmental	$231,000.00	☑	☑	☑	☑	☑	☑	☑	☑	☑
6	American Incorporated dba MD Concrete Cutting & Demolition	$97,177.00	☑	☑	☑	☑	☑	☑	☑	☑	☑
7											
8											
9											
10											
11											
12											

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION:	**ADMINISTRATIVE/ ORGANIZATIONAL**
AGENDA ITEM:	**SECOND READING: ADMINISTRATIVE REGULATION 5113.11 ATTENDANCE SUPERVISION**
ATTACHMENTS:	**ADMINISTRATIVE REGULATION 5113.11 ATTENDANCE SUPERVISION**
FUNDING SOURCE:	**N/A**

DISCUSSION:
Attached for a second reading is Administrative Regulation 5113.11. This submission reflects **NEW LAW (SB 153, 2024)** which authorizes districts to implement an attendance recovery program for students in grades kindergarten-12 to make up lost instructional time and offset absences.

ITEM SUBMITTED AND APPROVED BY:	***Name and title of administrator who reviewed and approved this item: Antonio Quintanilla; Director of Special Services***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the second reading of Administrative Regulation 5113.11 Attendance Supervision**

PROPOSED ACTION: **APPROVE**

Item #: 40

Regulation 5113.11: Attendance Supervision **Status:** DRAFT

Original Adopted Date: Pending

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240, 48242)

Any person appointed as an attendance supervisor shall be appropriately certificated to perform the work. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following:

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance
2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy
3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion
4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions
5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student
2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics
3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance
4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling
5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services
6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and the student's parents/guardians or caregivers
7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management

   Schoolwide strategies may include the implementation of an attendance recovery program operated in accordance with Board Policy/Administrative Regulation 5113.1 - Chronic Absence and Truancy.

8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973

9. Referral of the student to a school attendance review board (SARB) established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263

10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Upon receiving any complaint that a parent/guardian or other person having control or charge of a student has violated Education Code 48200-48341, the state compulsory education laws, the attendance supervisor shall investigate the matter and, if a violation is found, shall recommend referral to the SARB. If the district is subsequently notified by the SARB that the parent/guardian continually and willfully has failed to respond to directives of the SARB or the services provided, the attendance supervisor shall refer the matter for possible prosecution in court in accordance with Education Code 48291-48292, as applicable. (Education Code 48290-48292)

The attendance supervisor shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent or more of the school days in the school year, and dropout.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION:	**ADMINISTRATIVE/ ORGANIZATION**
AGENDA ITEM:	**SECOND READING: NEW EXHIBIT 6173 (1) EDUCATION FOR HOMELESS CHILDREN**
ATTACHMENTS:	**NEW EXHIBIT 6173 (1) EDUCATION FOR HOMELESS CHILDREN**
FUNDING SOURCE:	**N/A**

DISCUSSION:

Attached for a second reading is new Exhibit 6173 (1). Exhibit updated in conjunction with the accompanying Board Policy, Administrative Regulation, and Exhibit.

ITEM SUBMITTED AND APPROVED BY:	***Name and title of administrator who reviewed and approved this item: Antonio Quintanilla; Director of Special Services***
BOARD GOAL:	[x] **1. Achieve academic Excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.** [ ] **2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.** [x] **3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.**
RECOMMENDATION:	**The Superintendent recommends the Board approve the second reading of Exhibit 6173 (1) Education for Homeless Children**
PROPOSED ACTION:	**APPROVE**

Item #: 41

Exhibit 6173-E(1): Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** 02/01/2026 | **Last Reviewed Date:** 02/01/2026

DISTRICT EXPLANATION OF DECISION RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date:_____ Name of person completing form:_____
Title:_____ Phone number:_____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:
Name of parent(s)/guardian(s): _____
Name of unaccompanied student: _____

School requested:_____
District's placement decision (name of school):_____

Action(s) proposed/refused by the district related to eligibility, school selection, or enrollment:
_____
_____
_____
_____
_____

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:
_____
_____
_____
_____
_____

Other options that the district considered, if any, included the following options which were rejected for the following reasons:
_____
_____
_____
_____
_____

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:
_____
_____
_____
_____
_____

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next _____ (insert number of days) days to request a Dispute Form. You may provide written or verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of their decision within _____ (insert number of days) days.

If you are not satisfied with the Superintendent's decision, you may appeal to the _____ (insert county name) County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to

the California Department of Education. The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between families experiencing homelessness and school or district staff. The district liaison for homeless students is responsible for coordinating services to ensure that students experiencing homelessness enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison:_____
Address:_____
Email Address:_____
Phone number:_____

County Liaison: If you appeal the district's decision to the county office of education, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. The county liaison will notify you of the decision.

Name of County Office of Education homeless liaison:_____
Address:_____
Email Address: _____
Phone number:_____

State Coordinator: If you appeal the county office's decision to the California Department of Education, the county homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. The state coordinator will review the district, county office, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator:_____
Address:_____
Email Address:_____
Phone number: _____

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

DISTRICT EXPLANATION OF DECISION
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date:_____ Name of person completing form:_____
Title:_____ Phone number:_____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:
Name of parent(s)/guardian(s): _____
Name of unaccompanied student: _____

School requested:_____
District's placement decision (name of school):_____

Action(s) proposed/refused by the district related to eligibility, school selection, or enrollment:

_____
_____
_____
_____

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:

_____
_____
_____
_____

Antonio Quintanilla; Director of Special Services
Cutler-Orosi Joint Unified School District
12623 Ave 416
559-528-4763 ext. 1309

Other options that the district considered, if any, included the following options which were rejected for the following reasons:

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next 30 days to request a Dispute Form. You may provide written or verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of their decision within 5 days.

If you are not satisfied with the Superintendent's decision, you may appeal to the Tulare County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between families experiencing homelessness and school or district staff. The district liaison for homeless students is responsible for coordinating services to ensure that students experiencing homelessness enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Antonio Quintanilla; Director of Special Services
Cutler-Orosi Joint Unified School District
12623 Ave 416
559-528-4763 ext. 1309

Name of district's homeless liaison:_____
Address:_____
Email Address:_____
Phone number:_____

County Liaison: If you appeal the district's decision to the county office of education, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. The county liaison will notify you of the decision.

Name of Tulare County Office of Education homeless liaison:_____
Address:_____

Email Address: _____
Phone number:_____

State Coordinator: If you appeal the county office's decision to the California Department of Education, the county homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. The state coordinator will review the district, county office, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator:_____
Address:_____
Email
Address:_____
Phone number: _____

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

Antonio Quintanilla; Director of Special Services
Cutler-Orosi Joint Unified School District
12623 Ave 416
559-528-4763 ext. 1309

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: ADMINISTRATIVE/ ORGANIZATION

AGENDA ITEM: SECOND READING: NEW EXHIBIT 6173 (2) EDUCATION FOR HOMELESS CHILDREN

ATTACHMENTS: NEW EXHIBIT 6173 (2) EDUCATION FOR HOMELESS CHILDREN

FUNDING SOURCE: N/A

DISCUSSION:

Attached for a second reading is new Exhibit 6173 (2). Exhibit updated in conjunction with the accompanying Board Policy, Administrative Regulation, and Exhibit.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Antonio Quintanilla; Director of Special Services*

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the second reading of Exhibit 6173 (2) Education for Homeless Children**

PROPOSED ACTION: **APPROVE**

Item #: 42

Exhibit 6173-E(2): Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** 02/01/2026 | **Last Reviewed Date:** 02/01/2026

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted:_____
Student's name:_____
Name of person completing form:_____
Relation to student:_____
Address:_____
Email Address:_____
Phone number:_____

Name of school requested:_____

I wish to appeal the eligibility, school selection, or enrollment decision made by:
□ District liaison □ District Superintendent □ County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:
□ A written explanation of the district's decision
□ Contact information for the district's homeless liaison
□ Contact information for the county office of education's homeless liaison
□ Contact information for the state homeless coordinator

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVE THE NEW CUTLER-OROSI FAMILY EDUCATION CENTER (FEC) LOGO**

ATTACHMENTS: **PROPOSED NEW SITE LOGO**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for Board Approval is the updated logo for the Cutler-Orosi Family Education Center (FEC). The new logo will be used on materials, communication, and other items associated with the Cutler-Orosi FEC. The redesign was created to align with the district and school site logos.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Laura Gonzalez, Director of Grants and Program Development*

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the new Cutler-Orosi Family Education Center logo.**

PROPOSED ACTION: **APPROVE**

Item #: 43


CUTLER-OROSI
FAMILY EDUCATION CENTER



CUTLER-OROSI
FAMILY EDUCATION CENTER



CUTLER-OROSI
FAMILY EDUCATION CENTER

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **PUBLIC HEARING FOR PROPOSED 2026-2027 LOCAL CONTROL ACCOUNTABILITY PLAN**

ATTACHMENTS: **LOCAL CONTROL ACCOUNTABILITY PLAN**

FUNDING SOURCE: **N/A**

DISCUSSION:
A public hearing must be conducted for the purpose of discussing the 2026-2027 Local Control Accountability Plan (LCAP). A copy of the 2026-2027 LCAP Draft is available online at https://www.cojusd.org/page/2026-2027-lcap

Hearing opened at _____

Hearing closed at _____

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item Shevonne Swanson, Administrative Assistant of Curriculum and Instruction:***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board conduct a Public Hearing for input on the 2026-2027 District LCAP.**

PROPOSED ACTION: **APPROVE**

Item #: 44

2026-2027

COJUSD

LOCAL CONTROL ACCOUNTABILITY PLAN

Board of Education

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

Superintendent
Yolanda Valdez

Assistant Superintendent
Shevonne Swanson

Assistant Superintendent
Sunsie Tumacder

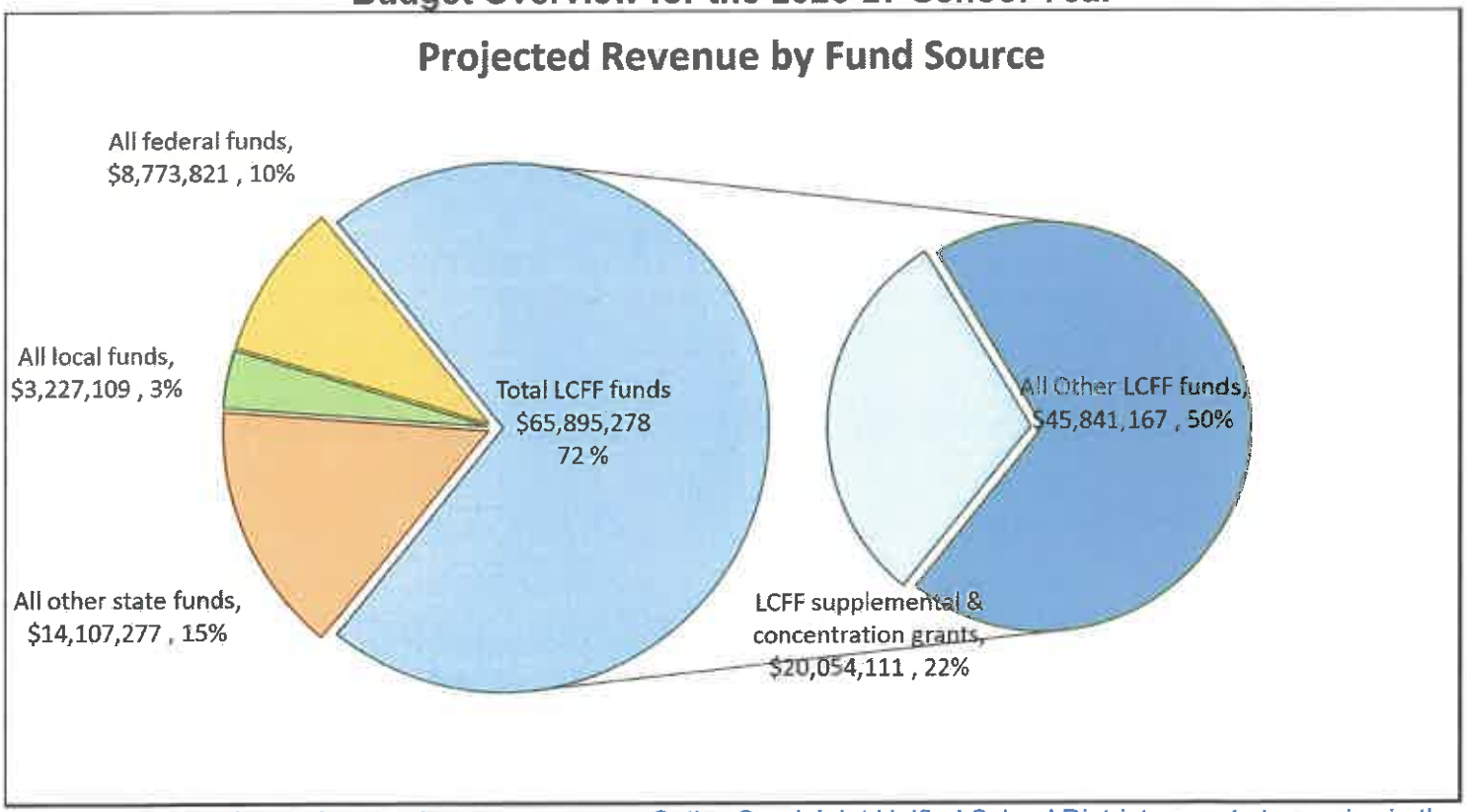
EVERY STUDENT THRIVING. EVERY FAMILY CONNECTED. OUR COMMUNITY STRONG.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cutler-Orosi Joint Unified School District
CDS Code: 54-71860-0000000
School Year: 2026-27
LEA contact information:
Yolanda Valdez
Superintendent
yvaldez@cojusd.org
(559) 528-4763

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

Budget Overview for the 2026-27 School Year

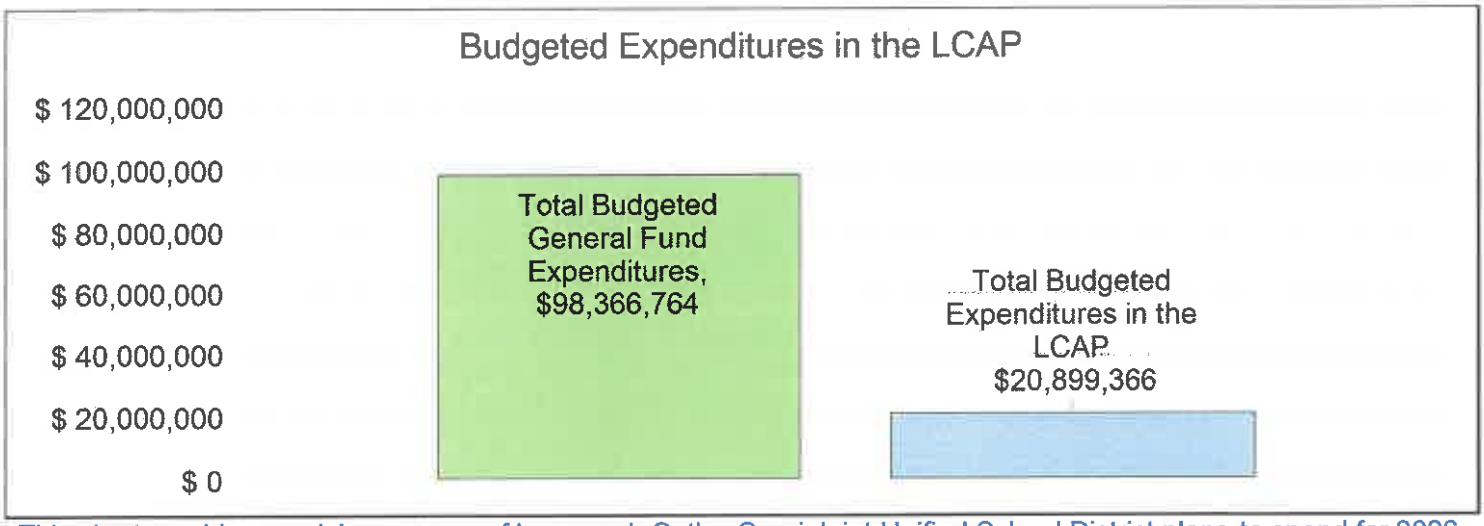


This chart shows the total general purpose revenue Cutler-Orosi Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cutler-Orosi Joint Unified School District is $92,003,485, of which $65,895,278 is Local Control Funding Formula (LCFF), $14,107,277 is other state funds, $3,227,109 is local funds, and $8,773,821 is federal funds. Of the $65,895,278 in LCFF Funds, $20,054,111 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cutler-Orosi Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cutler-Orosi Joint Unified School District plans to spend $98,366,764 for the 2026-27 school year. Of that amount, $20,899,366 is tied to actions/services in the LCAP and $77,467,398 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

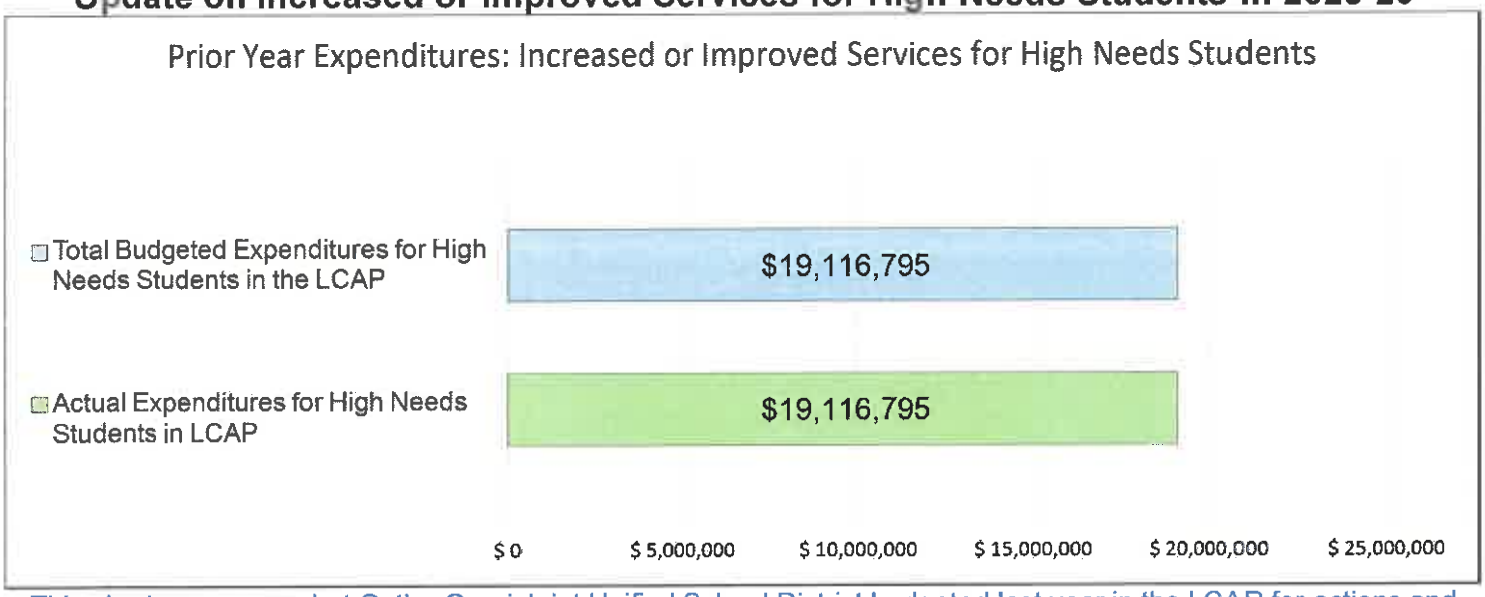
The General Fund Budget Expenditures that are not included in the Local Control Accountability Plan (LCAP) include personnel for teachers, some school administrators, custodial staff, school nurse, some instructional support, some clerical support staff and District office administration and support staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Cutler-Orosi Joint Unified School District is projecting it will receive $20,054,111 based on the enrollment of foster youth, English learner, and low-income students. Cutler-Orosi Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cutler-Orosi Joint Unified School District plans to spend $20,054,111 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Cutler-Orosi Joint Unified School District's LCAP budgeted $19,116,795 for planned actions to increase or improve services for high needs students. Cutler-Orosi Joint Unified School District actually spent $19,116,795 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cutler-Orosi Joint Unified School District	Yolanda Valdez Superintendent	yvaldez@cojusd.org (559) 528-4763

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Located in California's agricultural heartland, the Cutler-Orosi Joint Unified School District (COJUSD) is dedicated to its mission: Educating Minds, Inspiring Futures. Comprised of three elementary schools, a middle school, a comprehensive high school, an alternative education program, and a California State Preschool Program across all elementary sites, COJUSD serves approximately 3,804 students. The student body reflects the local community, with 95.9% of students identifying as Hispanic, 2.6% as Filipino, and 1% as White. Notably, 95.9% of students come from socioeconomically disadvantaged backgrounds, with 34.7% of students designated as English Learners. The District also includes 4.4% homeless students, 10.1% Students with Disabilities, and 0.3% Foster Youth. The student population for each school is as following:

- Cutler Elementary School: 616 Students
- Golden Valley Elementary School: 608 Students
- Palm Elementary School: 575 Students
- El Monte Middle School: 845 Students
- Orosi High School: 1086 Students
- Lovell High School, Community Day School, And Esperanza School: 84 Students

The District's dedicated team consists of 681 employees, including 217 certificated, 365 classified, and 99 management personnel.

COJUSD's vision is to ensure all students will be college and career, community ready and prepared to compete in a global economy.

Student's will demonstrate they are ready for college and career, community ready and prepared by modeling the following graduate outcomes:

- College and Career Ready Scholars who attain proficiency in academics and multiple languages, engage in career exploration and graduate as life-long learners prepared for post-secondary options.
- Critical Thinkers & Collaborative Problem Solvers who work collaboratively and apply innovative thinking to create solutions.
- Powerful Communicators who effectively communicate ideas through speaking and writing using multiple languages and modalities, including technology.
- Creative & Quality Producers who demonstrate the ability to create quality performances and products that reflect thought and originality with the highest standards.
- Leaders & Ethical Decision Makers who demonstrate personal and professional integrity, leadership, ethical decision-making, and respect diversity.
- Productive Citizens who fulfill personal, professional, and civic responsibility while giving back to the community.

COJUSD actively pursues grant support to enhance the quality of education, offer before and after-school programs and other wrap-around services. Grants awarded include the Dual Language Immersion Grant, ASES Grant, ASSETS 21st Century programs, MHSP-COMS, SCTG-LEA, and more.

El Monte Middle School and Orosi High School are recognized as AVID Demonstration Schools, while all schools in Cutler-Orosi recieved the PBIS Platinum award status. Golden Valley Elementary school is also recognized as a 2025 California Distinguished School. Cutler-Orosi JUSD was also recognized as a 2025 Model School Attendance Review Board (SARB) award.

Recognizing the importance of a safe and supportive environment, COJUSD provides counseling, health services, and social-emotional support programs to students. Additionally, the District prioritizes community engagement, fostering effective communication with educational partners to cultivate inclusivity and shared accountability.

Lovell High School, Esperanza High School, and Community Day School are designated Equity Multiplier Schools. Goals have been identified to address instability rates.

Reflections: Annual Performance

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

In the school district's annual performance evaluation, a range of outcomes emerged, showcasing areas of successes and improvement. The following is a summary of 2025 California Dashboard results.

California School Dashboard Indicators Successes
Smarter Balanced Summative Assessment Performance:
ELA:

- All students, yellow, increased 21.8 points

- Filipino, blue, increased points
- Students with Disabilities, orange, increased 15.8 points
- English Learner, yellow, increased 8.7 points
- Hispanic, yellow, increased 8.5 points
- Socioeconomically Disadvantaged, yellow, increased 8.2 points
- Homeless, orange, increased 4.4 points

Math:
- All students, yellow, increased 8.5 points
- Hispanic, yellow, increased 8.5 points
- Socioeconomically disadvantaged, yellow, increased 9.2 points
- Students with Disabilities, orange, increased 11.3 points
- English Learners in yellow, increased 12.2 points
- Long Term English Learners, orange, increased points
- Foster Youth, increased 40.4 points

College and Career Indicator:
- Green for all students 44.9% prepared

Chronic Absenteeism:
- All students, green, declined 2.9%
- Filipino, blue, declined 4.1%
- English Learners, green, declined 1.9%
- Long Term English Learners, yellow, declined 0.9%
- Hispanic, yellow, declined 6.6%
- Homeless, yellow, declined 4%
- Socioeconomically Disadvantaged, green, declined 2.7%
- Students with Disabilities, yellow, declined 3.3%

Graduation Rate:
- Homeless, green, increased 2.4%
- Socioeconomically Disadvantaged, green, maintained 0.8%

Suspension Rate:
- All students, green, declined 0.8%
- Filipino, green, increased 1%,
- English Learners, yellow, maintained 0.1%
- Long Term English Learners, yellow, declined 1.7%
- Hispanic, green, declined 0.8%

- Homeless, orange, maintained 0%
- Socioeconomically Disadvantaged, green, declined 0.8%
- Students with Disabilities, green, declined 0.7%

Local Indicators Met
- Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parents and Family Engagement (Priority 3), School Climate (Priority 6), Access to a Broad Course of Study (Priority 7)

El Monte and Orosi High School AVID Demonstration Schools

PBIS Recognition
- Palm: Platinum
- Golden Valley: Platinum
- Cutler: Platinum
- EL Monte: Platinum
- Orosi High School: Platinum
- Lovell: Platinum

California School Dashboard: Performance Gaps
Smarter Balanced Summative Assessment Performance
ELA
- Long-Term English Learners, Red, maintained, -0.5 points

Math
- Long-Term English Learners, orange, declined, 7.9%
- English Learners, orange, declined, 1.9%
- Filipino, orange, declined 8.3 points

Graduation Rate:
- All students, yellow, decline 1.2%
- Homeless, orange, decreased 6.3%
- Hispanic, yellow, declined 1.7%

Suspension Rate:
- Foster Youth, red, increased 14.8%

The California School Dashboard reflects overall positive momentum across the district, with gains in both ELA and Math performance for many student groups. Academic growth was especially strong among Students with Disabilities, English Learners, Socioeconomically

Disadvantaged students, and Foster Youth, alongside a significant increase for all students in ELA. The College and Career Indicator shows strong progress, with all students reaching the green level of performance. Additional strengths include a decline in chronic absenteeism and suspension rates for most student groups, as well as stable or improving graduation outcomes for student groups such as Socioeconomically Disadvantaged and Homeless students. The district also met all Local Indicators and earned recognition, including multiple PBIS Platinum awards and AVID Demonstration School status for El Monte and Orosi High School. Despite these successes, areas for improvement remain. Long-Term English Learners continue to struggle in both ELA and Math, with declines or minimal progress. Graduation rates showed declines among All Students, Hispanic students, and Homeless youth, and suspension rates increased significantly for Foster Youth. These performance gaps indicate a continued need for targeted support to ensure equitable outcomes for all student groups.

The following schools and student groups had a red or low indicator on the 2025 California Dashboard:

- El Monte Middle: Students with Disabilities on Math
- El Monte Middle: Long Term English Learners on Math
- El Monte Middle: English Learners on ELA
- Orosi High School: English Learners on ELA
- Orosi High School: Long Term English Learners on ELA
- Orosi High School: English Learners on Math
- Orosi High School: English Learners on Math
- Orosi High School: Homeless on Suspension
- Lovell High: All students on suspension rate
- Lovell High: English Learners on suspension rate
- Lovell High: Hispanic Students on suspension rate
- Lovell High: Long-Term English Learners on suspension rate
- Lovell High: Socioeconomically Disadvantaged on suspension rate

- District Level: Foster Youth on suspension
- District Level: Long-Term English Learners on ELA
- District Level: Long-Term English Learners on Math

English Learners and Long-Term English Learners demonstrate low performance in ELA and Math at both El Monte Middle and Orosi High School, with additional concerns for Students with Disabilities in Math at El Monte Middle. Suspension rates are a significant concern at Lovell High School, impacting all students, English Learners, Hispanic students, Long-Term English Learners, and socioeconomically disadvantaged students, with similar trends for Homeless students at Orosi High School and Foster Youth at the district level.

The district continues to have remaining funds available in the Learning Recovery Emergency Block Grant (LREBG) to support ongoing recovery efforts. These funds will be used to implement Goal 8 of the LCAP, which focuses on addressing learning loss and improving student well-being through targeted, evidence-based actions. Funded strategies include targeted academic tutoring and early intervention to address unfinished learning, professional development and instructional coaching to strengthen educator effectiveness, and expanded behavioral, social-emotional, and trauma-informed services with bilingual and behavioral staff to support student engagement and well-being. Additionally, assessments and benchmarks will be used to monitor progress and guide data-driven instruction. These actions are aligned with the district's needs assessment and allowable uses of LREBG funds, addressing key challenges such as learning loss, mental health needs,

early academic gaps, and chronic absenteeism, while building long-term systems that support continuous improvement and student success.

In the school district's annual performance evaluation, a range of outcomes emerged, showcasing areas of successes and improvement. The following is a summary of 2024 California Dashboard results.

California School Dashboard Indicators Successes
Smarter Balanced Summative Assessment Performance:
ELA:

- All students, yellow, increased 4.2 points
- Filipino, blue, increased 38.7 points
- Students with Disabilities, orange, increased 8.3 points
- English Learner, orange, maintained 1.5 points
- Long Term English Learners, orange, increased 15.4 points
- Hispanic, yellow, increased 4.4 points
- Socioeconomically Disadvantaged, yellow, increased 4.4 points

Math:

- All students, yellow, increased 3.5 points
- Filipino, green, increased 6.4 points
- Hispanic, yellow, increased 3.7 points
- Socioeconomically disadvantaged, orange, increased 3.9 points
- Students with Disabilities, orange, increased 32.7 points
- English Learners in orange, increased 6.7 points
- Long Term English Learners, orange, increased 13.7 points

English Learner Progress: orange at 42.1% making progress, maintained 1.8%

- Long Term English Learners, yellow, increased 5%

College and Career Indicator:

- Yellow for all students 39.8% prepared

Chronic Absenteeism:

- All students, yellow, declined 6.5%, 11.9% chronically absent
- Filipino, green, declined 2.9%,
- English Learners, yellow, declined 10.7%
- Long Term English Learners, yellow, declined 4.4%
- Hispanic, yellow, declined 6.6%
- Homeless, yellow, declined 3.2%

- Socioeconomically Disadvantaged, yellow, declined 6.6%
- Students with Disabilities, yellow, declined 8.3%
- Foster Youth, orange, increased .5%

Graduation Rate:
- All students, green, increased 1.7%
- English Learners, green, increased 1.8%
- Long Term English Learners, green, increased 4%
- Hispanic, green, increased 1.7%
- Socioeconomically Disadvantaged, green, increased 1.7%
- Students with Disabilities, increased 7.8%

Suspension Rate:
- All students, green, declined .9%
- Filipino, blue, declined 2.9%,
- English Learners, green, declined 1.9%
- Long Term English Learners, yellow, declined 5.8%
- Hispanic, green, declined .9%
- Homeless, yellow, declined .6%
- Socioeconomically Disadvantaged, green, declined .8%
- Students with Disabilities, yellow, declined 2.7%

Local Indicators Met
- Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parents and Family Engagement (Priority 3), School Climate (Priority 6), Access to a Broad Course of Study (Priority 7)

El Monte and Orosi High School AVID Demonstration Schools

Golden Valley Elementary recognized as a 2025 California Distinguished School

PBIS Recognition
- Palm: Platinum
- Golden Valley: Platinum
- Cutler: Platinum
- EL Monte: Platinum
- Orosi High School: Platinum
- Lovell: Platinum

- Lovell High School has also exited Comprehensive Support and Improvement.

California School Dashboard: Performance Gaps
Smarter Balanced Summative Assessment Performance
ELA

- Homeless, red, declined 17.4 points
- Foster Youth, declined 23.8 points

Math

- English Learners, red, maintained 1.9 points
- Homeless, red, declined 28.2 points
- Foster Youth, declined 80 points

College and Career Indicator:

- Hispanic, orange, declined 3.3%
- Homeless, orange, declined 9.9%
- Socioeconomically Disadvantaged, orange, declined 2.2%
- English Learners, orange, decreased 2%

Graduation Rate:

- Homeless, orange, decreased 6.3%

Suspension Rate:

- Foster Youth, red, increased .4%

The California School Dashboard highlights significant successes, including steady growth in ELA and Math performance across multiple student groups, with gains among Filipino students, Students with Disabilities, and Long-Term English Learners. Graduation rates improved overall, chronic absenteeism declined, and suspension rates decreased for most student groups. Schools also earned prestigious recognitions, such as Golden Valley Elementary being named a 2025 California Distinguished School, multiple PBIS awards, and AVID Demonstration School status for El Monte and Orosi High. English Learners, Foster Youth, and Homeless Youth students experienced difficulties districtwide, as evidenced by their receipt of a Red performance rating in at least one indicator. While there is still work to be done, these successes highlight the district's commitment to continuous improvement and student achievement.

The following schools and student groups had a red or low indicator on the 2024 California Dashboard.

- Cutler Elementary: English Learners on ELA
- El Monte Middle: Homeless on Math
- El Monte Middle: Homeless on Chronic Absenteeism
- Orosi High: English Learners on ELA
- Orosi High: English Learners on Math
- Orosi High: Long Term English Learners on Math
- Orosi High: English Learners on ELPI

- Lovell High: All students on suspension rate
- Lovell High: Socioeconomically Disadvantaged on suspension rate

- District Level: Homeless on ELA
- District Level: Homeless on Math
- District Level: English Learners on Math
- District Level: Foster Youth on suspension

At Cutler Elementary, English Learners struggled in ELA. At El Monte Middle, Homeless students had difficulty in Math and high Chronic Absenteeism. At Orosi High, English Learners faced challenges in both ELA and Math, with Long-Term English Learners also struggling in Math. Lovell High had high suspension rates for all students and Socioeconomically Disadvantaged students.

Learning Recovery Emergency Block Grant
The remaining Learning Recovery Emergency Block Grant (LREBG) funds will be used to support Goal 8 in the LCAP, which focuses on addressing learning loss and improving student well-being. The following actions will be funded with LREBG funds:
Action 8.1 – Targeted Academic Tutoring and Intervention Support
Action 8.2 – Early Academic Intervention and School Readiness Support
Action 8.3 – Professional Development and Instructional Coaching for Educator Effectiveness
Action 8.4 – Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff
Action 8.5 – Assessments and Benchmarks

Each action was selected based on the district's needs assessment and is aligned with the allowable uses of LREBG funds. Tutoring and Early Intervention address unfinished learning and provide timely, targeted support for students who are behind, especially those most impacted by the pandemic. Professional Development and Coaching supports teachers with training and instructional strategies to better meet the diverse academic and social-emotional needs of students, helping build long-term human capacity. Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff align with the use of funds for mental health services and are designed to help students develop coping skills, improve engagement, and increase overall well-being addressing chronic absenteeism rates at the schools. Finally, Assessments and Benchmarks ensure there is data needed to monitor student progress, identify gaps early, and adjust instruction to maximize learning growth.

The actions funded by the Learning Recovery Emergency Block Grant (LREBG) are grounded in evidence-based research and directly aligned with the district's needs. High-dosage tutoring and early intervention are proven to accelerate learning recovery, particularly for students most impacted by the pandemic. Professional development and instructional coaching enhance teacher effectiveness and instructional quality. Behavioral, social-emotional, and trauma-informed supports—especially when delivered by bilingual and culturally responsive staff—improve student well-being and engagement. Finally, the use of assessments and benchmarks ensures data-driven instruction by identifying gaps early and adjusting supports to maximize learning outcomes.These actions were chosen to respond to key needs identified in our needs assessment, such as learning loss, mental health challenges, lack of early academic intervention, and the need for systems that support continuous improvement. The actions through Goal 8 will provide comprehensive, student-centered support that not only helps students recover but thrive academically and emotionally.

The data below is reflect the 2022-2023 school year and reflective of the 2023 California Dashboard.

In the school district's annual performance evaluation, a range of outcomes emerged, showcasing areas of successes and improvement.

California School Dashboard Indicators Successes
Smarter Balanced Summative Assessment Performance:

- ELA
- Filipino, blue, increased 20.9 points
- Students with Disabilities, orange, increased 22 points
- English Learner, orange, maintained -2.4 points
- Hispanic, orange, maintained -.7 points
- Socioeconomically Disadvantaged, orange, maintained .4 points
- Math
- Filipino, yellow, increased 32.7 points
- Hispanic, yellow, increased 3.8 points
- Socioeconomically disadvantaged, yellow, increased 3.5 points
- Students with Disabilities, orange, increased 32.7 points
- English Learners in orange, increased 6.7 points

College and Career Indicator:

- Medium for all students 41.2% prepared

Chronic Absenteeism:

- All students declined 10%, 18.4% chronically absent
- Filipino, blue, declined 9.1%,
- English Learners. yellow, declined 12.8%
- Hispanic, yellow, declined 10%
- Homeless, yellow, declined 20.9%
- Socioeconomically Disadvantaged, yellow, declined 10.4%
- Students with Disabilities, yellow, declined 13.1%
- Foster Youth, orange, increased 6.7%

Graduation Rate:

- COJUSD continued to maintain in its overall four year graduation rate at 92.3%
- The four year graduation rate for the following student groups maintained:
- Hispanic 92.4%
- Socioeconomically Disadvantaged 92.2%
- The four year graduation rate for the following student groups increased

- Homeless 92.5% (by 6.8%)

Suspension Rate:
- Filipino, Green, declined .8%
- English Learner, orange maintained .1%

- Local Indicators Met
- Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parents and Family Engagement (Priority 3), School Climate (Priority 6), Access to a Broad Course of Study (Priority 7)

- El Monte and Orosi High School AVID Demonstration Schools

- Orosi High School, Lovell High School, Esperanza High School: WASC Accredited

- PBIS Recognition
- Palm: Platinum
- Golden Valley: Platinum
- Cutler: Gold
- EL Monte: Gold
- Orosi High School: Silver
- Lovell: Silver

California School Dashboard: Performance Gaps
Smarter Balanced Summative Assessment Performance
- ELA
- Homeless, orange, declined 48.2 points
- Math
- Homeless, red, declined 22 points

English Learner Progress: red at 40.3% declined 14.8%

College and Career Indicator
- Low for English Learners
- Low for Students with Disabilities

Graduation Rate: English Learners 88.7%

Suspension Rate
- Hispanic, orange increased .6%

- Homeless, orange increased .4%
- Socioeconomically Disadvantaged, orange increased .4%
- Students with Disabilities, orange increased .7%

Orosi High School-ATSI Students with Disabilities Suspension

English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students experienced difficulties, as evidenced by their receipt of a Red performance rating in at least one indicator. Cutler Elementary and Golden Valley Elementary rated Red in one indicator. El Monte Middle School, Orosi High School and Lovell High School also faced similar challenges, each receiving Red ratings in multiple indicators. The following schools and student groups had a red or low indicator on the 2023 California Dashboard.

- Cutler Elementary: English Learners on ELPI
- Golden Valley Elementary: English Learners on ELPI
- El Monte Middle: All students on Math
- El Monte Middle: English Learners on ELA
- El Monte Middle: English Learners on ELPI
- El Monte Middle: Hispanic students on Math
- El Monte Middle:Socioeconomically Disadvantaged students on Math
- Orosi High: All students on Suspension
- Orosi High: English Learners on Suspension
- Orosi High: Hispanic students onSuspension
- Orosi High: Students With Disabilities on Suspension
- Orosi High: English Learners on ELPI
- Lovell High: All students on CCI
- Lovell High: English Learner on CCI
- Lovell High: Socioeconomically Disadvantaged on CCI
- Lovell High: Hispanic on CCI
- Lovell High: English Learners on Suspension
- District Level: English Learners on ELPI
- District Level: Foster Youth on Suspension
- District Level: Socioeconomically Disadvantaged on Math

Despite these challenges, there were significant areas of progress. Filipino and Hispanic student groups made commendable advances in English Language Arts (ELA) and Mathematics, as highlighted by the California School Dashboard Indicators. Growth was also evident among Socioeconomically Disadvantaged students and students with disabilities. However, Homeless students encountered setbacks in ELA, and the performance of English learners and socioeconomically disadvantaged students saw no improvement. A Medium level of preparedness in college and career readiness was observed among all students, accounting for 41.2%. Additionally, a notable 10% decrease in chronic absenteeism was achieved District-wide, alongside a maintained graduation rate of 92.3%. The graduation rate for homeless students, in particular, showed a promising increase of 6.8%.

The District excelled in local indicators related to Basic Services and Conditions, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. Furthermore, the achievement of WASC Accreditation by three high schools within the district marked a significant success. The inclusion of student voices in decision-making and the promotion of collaboration through partner sessions were strategic moves by the District. The Local Control and Accountability Plan (LCAP) has been effectively integrated into community outreach programs, reflecting a deep commitment to educational excellence and community involvement.

However, the increased chronic absenteeism among Foster Youth, along with low College and Career Indicators for English learners and students with disabilities, highlights areas needing attention. Additionally, a decline of 14.8% in English Learner Progress underscores the need for targeted interventions to support this student groups.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Throughout the year, the district implemented a comprehensive and consistent approach to ensure student voice remained central to the development of the Local Control and Accountability Plan (LCAP) and the continuous improvement of the educational experience. Input was initially gathered through LCAP student meetings held in November and December, where students provided feedback on programs, supports, and overall school climate. Additional engagement occurred in February and March through Student Voice Workshops at El Monte, Orosi High School, and Lovell High School, along with the administration of LCAP planning and climate surveys. These efforts collected both quantitative and qualitative data regarding teaching and learning, student engagement, and school connectedness. Across these engagement opportunities, students identified a strong connection between positive relationships with staff and an increased sense of safety. Feedback also emphasized the importance of engaging instructional practices and supportive school environments in fostering connectedness. Students highlighted several existing programs and supports as effective, including Academies and Pathways, access to dual enrollment opportunities, college visits, and the use of translation devices to support learning. These programs were noted as contributing to both academic engagement and a stronger sense of purpose.

Educational Partner(s)	Process for Engagement
	Empathy interviews conducted throughout the year provided additional qualitative insights into student experiences, allowing the district to better understand and respond to individual student needs. In April, Senior Voice Night offered student representatives from Orosi High School and Lovell High School an opportunity to reflect on their educational experiences and provide recommendations for future improvements. To sustain this work, the district has established ongoing structures for student feedback to ensure that student perspectives continue to inform planning, decision-making, and continuous improvement efforts in a consistent and meaningful way.
Parents	Recognizing parents as essential partners in the educational process, the district provided multiple opportunities for families to engage, provide input, and remain informed throughout the year.Engagement began with presentations of the LCAP at parent events held in August, March, and April, where families received updates, asked questions, and offered feedback. In March, the district administered a parent survey to gather input on student needs, potential actions to address those needs, and suggested updates to the LCAP. Survey results indicated that parents value continued access to school-based health and counseling services, as well as additional supports for students experiencing behavioral challenges. To ensure transparency and continued stakeholder involvement, the district posted the draft LCAP for public comment in advance of the June 2026 public hearing. The hearing provided an opportunity for community members to share recommendations and feedback on proposed actions and expenditures. Following this process, the LCAP and Budget were formally adopted by the Board in June 2026, with local indicator data presented as a non-consent item. The adopted LCAP was subsequently posted on the district website in July 2026 to ensure ongoing access for all educational partners.
Cutler Orosi Unified Teachers Association (COUTA)	In April and May, district leadership met with local bargaining units to gather input on current initiatives and identify areas for improvement.

Educational Partner(s)	Process for Engagement
	In addition, a staff-wide survey was administered to collect feedback on student needs, potential actions to address those needs, and recommendations for refining existing LCAP goals.
California School Employees Association (CSEA)	In April and May, district leadership met with local bargaining units to gather input on current initiatives and identify areas for improvement. In addition, a staff-wide survey was administered to collect feedback on student needs, potential actions to address those needs, and recommendations for refining existing LCAP goals.
Other School Personnel	In April and May, district leadership met with local bargaining units to gather input on current initiatives and identify areas for improvement. In addition, a staff-wide survey was administered to collect feedback on student needs, potential actions to address those needs, and recommendations for refining existing LCAP goals.
Special Education Local Plan Area (SELPA)	COJUSD collaborated with the Special Education Local Plan Area (SELPA) in February and April to review and refine LCAP content and goals. During these meetings, participants engaged in an in-depth analysis of data related to Students with Disabilities (SWDs) to identify areas of challenge, explore root causes, and determine specific student needs. The discussions also focused on aligning LCAP actions to directly address those identified needs, as well as outlining targeted professional development opportunities aimed at building the capacity of both teachers and administrators who serve SWDs.
Community Partners	Input was gathered from families and community members through organized meetings held in August, September, January, March, and April. These meetings were designed to better understand student needs and ensure that community perspectives were reflected in the development of the plan. Prior to the official hearing, the draft LCAP was shared publicly to solicit feedback, with the goal of broadening input and incorporating diverse perspectives on proposed actions and services. As part of its commitment to transparency and meaningful engagement, the LEA held a public hearing in June 2026. This hearing provided educational partners with an opportunity to offer

Educational Partner(s)	Process for Engagement
	input and engage in direct discussion regarding the proposed actions and expenditures outlined in the LCAP.
School Site Councils (SSC)	Ongoing meetings were conducted with the School Site Councils, where key topics were discussed, including school-level data analysis, School Plans for Student Achievement, parent involvement opportunities, and safety improvements at schools. Parents emphasized the importance of increasing student access to books at home to promote literacy. They recommended enhanced staff training to better equip teachers in lesson delivery and identified a need for expanded tutoring opportunities to address learning loss. Parents specifically requested after-school intervention programs focused on literacy, Feedback and comments from the School Site Councils were reviewed and addressed by the Superintendent in a formal written response, ensuring that all input was acknowledged and incorporated into the planning process. This review and response process took place in May 2026. Based on these interactions, strategies for improving student achievement and safety were formulated, with the input from School Site Councils helping to shape the actions and goals for these areas.
English Learner Advisory Council (ELAC)	A key component of this process involved engaging with the English Learner Advisory Council (ELAC) to understand the specific needs of English Learner students and their families. These discussions were aimed at addressing the unique challenges faced by this demographic and have been an ongoing effort. Parent emphasized continued support for students. The District English Learner Advisory Council also functioned as the English Learner Parent Advisory Committee for the purposes of the LCAP development Analysis of school-level data was conducted during the months of October, November, February, and March. The insights gained from

Educational Partner(s)	Process for Engagement
	this analysis were instrumental in providing effective strategies for the School Plan for Student Achievement. Feedback and comments from the English Learner Advisory Council were reviewed and addressed by the Superintendent in a formal written response, ensuring that all input was acknowledged and incorporated into the planning process. This review and response process took place in May 2026.
Administrators	Bi-monthly meetings were held with district-level administrators to facilitate and oversee the LCAP's implementation, ensuring that educational partners were consistently involved in the process and that the plan stayed aligned with the district's goals. A survey was circulated among administrators in January and March to gather feedback on the effectiveness of LCAP initiatives. This survey helped identify any necessary modifications and fostered open communication channels, contributing to continuous improvement in the school district's efforts.
Board Members	In February 2026, mid-year LCAP data was presented to board members to gather their perspectives and identify potential areas of improvement. This presentation allowed for open discussion and provided valuable insights into the effectiveness of the strategies in place. Following the February presentation, another LCAP input presentation (March) was delivered to board members, along with a survey. The insights gained from their responses were used to refine and enhance the strategies and interventions employed by the district. This feedback-driven process aimed to optimize student achievement by aligning district efforts with board priorities. The Governing Board provided input that focused continuing to provide parent engagement programs that build their capacity in supporting their child in their education. COJUSD collaborated closely with board members to reassess the LCAP and address any identified gaps.

Educational Partner(s)	Process for Engagement
Equity Multiplier (Lovell, Esperanza, Community Day School)	Collaboration also took place with Equity Multiplier School Sites, including Lovell, Esperanza, and Community Day School, to gather valuable insights aimed at fostering educational growth and development. These school sites provided targeted feedback to inform the strategies that would benefit students across the district. In April, input sessions were held with parents, staff, and students to analyze California Dashboard data and discuss the specific needs at the schools. Special attention was given to the students' perspectives, including discussions on potential pathways at Alternative Education (Alt Ed), to ensure that all voices were heard in the decision-making process.
DAC (District Advisory Committee) - Functioning and constituted to function as the Parent Advisory Committee for purposes of LCAP development	Ongoing meetings were conducted with the District Advisory Committee (DAC), which is duly constituted and functions as the Parent Advisory Committee for the purposes of LCAP development. The committee included broad parent representation, including a parent of a student with disabilities (SWD) as well as two students from the district. Key topics discussed included district and school-level data analysis, School Plans for Student Achievement, parent engagement opportunities, and safety enhancements at school sites. Parents emphasized the need to increase student access to books at home to promote literacy, recommended enhanced staff training to improve lesson delivery, and identified a need for expanded tutoring opportunities to address learning loss. Parents also specifically requested after-school intervention programs focused on literacy. Feedback and comments from the DAC were formally reviewed by the Superintendent, who provided written responses to ensure that input was acknowledged and incorporated into the planning process. This review and response process occurred in May 2026. The input gathered through the DAC helped inform the development of strategies and actions aimed at improving student achievement, well-being, and school safety.

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

Similar to feedback collected in prior years, and in response to input received from educational partners regarding academic achievement, college and career readiness, school safety, student connectedness, improved attendance, and reduced suspension rates, the Cutler-Orosi Joint Unified School District has established a comprehensive goal to address these priorities for the 2026–2027 school year. This goal will be implemented through targeted actions designed to accelerate learning, promote student well-being, expand access to academic and social-emotional supports, and maintain safe, inclusive, and engaging learning environments for all students.

Additional Staff for Positive Behavior Support: Additional personnel are strategically assigned to support the implementation of Positive Behavioral Interventions and Supports (PBIS), ensuring a safe and supportive learning environment while increasing student engagement and reducing behavioral disruptions. (Action 1.1)

Supplemental Instructional Materials for English Learners: The district will continue to provide supplemental instructional materials and instructional supports to strengthen English language proficiency and increase access to grade-level academic content for English Learners. (Action 1.2)

Early Education Support: The district continues to provide early education services for children ages 0–5, including English Learners, to ensure readiness for entry into the K–12 educational system and promote early learning success. (Action 1.3)

Reading and Literacy Interventions: Targeted intervention services are provided for students not meeting academic standards, including Low-Income students, English Learners, Unduplicated students, Students with Disabilities, and Foster Youth, utilizing local benchmark assessments and Smarter Balanced assessment data to guide instruction and intervention. (Action 1.4)

Library Resources and Support for English Learners: The district provides access to library resources, literacy supports, and differentiated instructional materials for English Learners to promote literacy development and achievement of academic standards. (Action 1.5)

College and Career Readiness: Students are provided with college and career exploration opportunities, including pathway awareness and postsecondary preparation activities, to support readiness for a broad range of future opportunities. (Action 1.6)

Support for At-Promise Students: Individualized academic, behavioral, and social-emotional supports are provided to at-promise students to reduce dropout rates and improve progress toward meeting academic standards. (Action 1.7)

Early Literacy Intervention for K–2: Intervention and acceleration services are implemented for K–2 students performing below grade level in reading to strengthen foundational literacy skills and long-term academic success. (Action 1.8)

Improved Attendance and Behavior: Strategies and interventions are implemented to improve student attendance, promote positive behavior, strengthen school connectedness, and minimize disruptions to learning. (Action 1.9)

Social-Emotional Support: Comprehensive social-emotional, mental health, and wellness supports are provided to ensure students are prepared to engage in learning and feel connected, supported, and safe within the school community. (Action 1.10)

Broad Course of Study and Enrichment: The district ensures equitable access to a broad course of study, including visual and performing arts, enrichment opportunities, and elective courses for all students regardless of grade level, background, or language proficiency. (Action 1.11)

Enrichment for GATE Students: Enrichment opportunities, including extended learning experiences and supplemental instructional materials, are provided to support the academic and creative needs of GATE students. (Action 1.12)

Co-Curricular Programs: Co-curricular opportunities are offered to promote student health, fitness, engagement, leadership development, and academic competitiveness. (Action 1.13)

Family Support Services: The Family Education Center provides resources, outreach, and support services to assist families in overcoming barriers and increasing engagement within the school community. (Action 1.14)

Support for English Learners: Additional staff are assigned to support English Learners in achieving language proficiency and academic success, with progress monitored through English learner progress indicators and reclassification data. (Action 1.15)

Reduction in Suspension Rates: Efforts continue to focus on reducing suspension rates at Lovell High School and Orosi High School, particularly for foster youth, low-income students, and English Learners who may be disproportionately impacted by trauma and disruptions in learning. (Action 1.16)

Support for Underperforming Students: Targeted support is provided to homeless, Hispanic, and socioeconomically disadvantaged students at El Monte Middle School, particularly students not meeting expectations on Math CAASPP assessments. (Action 1.17)

Similar to feedback collected in prior years, and in response to input received from educational partners, the Cutler-Orosi Joint Unified School District has developed the following actions to strengthen the capacity of students, parents, and staff:

Teacher Mentoring: A structured mentoring program is provided to support teachers and ensure students receive instruction from fully credentialed, appropriately assigned, and highly effective educators. (Action 2.1)

Ongoing Professional Learning: Ongoing professional development opportunities are provided for certificated, classified, and management staff to strengthen their capacity to meet the academic, behavioral, and social-emotional needs of all students. (Action 2.2)

Instructional Coaching: Instructional coaching and collaborative professional learning opportunities are provided to strengthen alignment to State Standards and increase student achievement, particularly for English Learners and Students with Disabilities. (Action 2.3)

Parent and Categorical Program Support: Coordinated services support English Learners and provide parent education programs, including resources and support for families of students with disabilities. (Action 2.4)

Parent Education Opportunities: Meaningful parent education and training opportunities are offered, including workshops and programs specifically designed for parents of English Learners and students with disabilities. (Action 2.5)

Parent Involvement Funding: Additional funding is allocated to strengthen communication, outreach, and engagement with parents, particularly families of unduplicated students and students with special needs, while increasing opportunities for participation in district and school decision-making processes. (Action 2.6)

Similar to feedback collected in prior years, and in response to input received from educational partners, the Cutler-Orosi Joint Unified School District has developed the following actions to strengthen systems that support student success:

Technology Integration: The district provides and maintains instructional and operational technology to ensure equitable access, digital learning opportunities, and effective use for all students and staff. (Action 3.1)

Facilities for Positive School Culture: School facilities are maintained, modernized, and improved to support a positive school culture, student safety, and 21st-century learning environments. (Action 3.2)

Data-Driven Support: Technology systems and data analysis tools are utilized to support data-informed decision-making, strengthen instructional practices, and enhance the overall educational experience for students. (Action 3.3)

Equity Multiplier School Site Focus

Similar to feedback collected in prior years, and in response to input received from educational partners, the Cutler-Orosi Joint Unified School District has established a focus goal for the Equity Multiplier School Site to support the following actions:

Individualized Student Support: Targeted and individualized support services are provided to address student learning needs, improve college and career indicators, increase student engagement, and reduce suspension rates. (Action 5.1)

Online CTE Pathway Options: An online platform was provided to expand student access to Career Technical Education (CTE) courses and pathway opportunities aligned to workforce and postsecondary goals but input recieved from students showed that the platform was difficult to manage online. Students requested targeted intervention support. (Action 5.2)

Supplemental Materials for CTE: Supplemental instructional materials and resources are provided to ensure full implementation and effectiveness of the online CTE program. (Action 5.3)

School Connectedness Opportunities: Opportunities and activities are implemented to strengthen school connectedness, student engagement, and positive student development. (Action 6.1)

Intervention Services: Intervention services are provided to support students' academic achievement, behavioral growth, and overall success in school. (Action 7.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achieve academic excellence and meet the needs of all students in a safe and supportive environment so all students will be college, career, and college ready and prepared to compete in a global economy.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

COJUSD developed this goal with input from various educational partner groups. Parents and community members expressed the importance of not only academic success but also the need for comprehensive services that address students' overall well-being. Teachers and administrators highlighted the need for resources to support high-quality instruction that aligns with college and career standards. Students shared their desire for a school environment that supports both their academic goals and their emotional and physical health. This collaborative input has shaped a goal that is responsive to the diverse needs of the district's students and community Goal 1 focuses on preparing students for college and career through academic excellence and by providing wrap around services that support student's emotional well-being while ensuring a safe environment.

COJUSD has consistently and steadily increased academic achievement, demonstrating the effectiveness of its instructional program in preparing students to be college and career ready at higher rates each year.

COJUSD has maintained this goal, continuing to aim for ALL students to be college and career ready. This success is a direct result of the district's strategic focus on high-quality teaching, coupled with wraparound services that ensure students are supported in every aspect of their development. The safe and supportive environment that COJUSD provides is another critical component, as it creates the conditions necessary for students to thrive academically and socially

The following data from from the 2023 California Dashboard supports the continued need for this goal:
Over the last LCAP cycle, student academic achievement was impacted and there has been growth in several grade levels as well.
English Language Arts

- Grade 4: Students improved by 3.1 points (Distance from Standard) in 2023 to 2024.
- Grade 4:English Learners: Students improved by 11.5 points (Distance from Standard) in 2023 to 2024.
- Grade 6: Students improved by 1.9 points (Distance from Standard) in 2023 to 2024.
- Grade 7: Students improved by 9.9 points (Distance from Standard) in 2023 to 2024.
- Grade 8: Students improved by 4.9 points (Distance from Standard) in 2023 to 2024.
- Grade 8: English Learners: Students improved by 6.8 points (Distance from Standard) in 2023 to 2024.
- Grade 11: Students improved by 27.0 points (Distance from Standard) in 2023 to 2024.
- Grade 11: English Learners: Students improved by 29.0 points (Distance from Standard) in 2023 to 2024

Math

- Grade 3: Students improved by 4.8 points (Distance from Standard) in 2023 to 2024.
- Grade 3: English Learners: Students improved by 4.2 points (Distance from Standard) in 2023 to 2024.
- Grade 6: Students improved by 7.3 points (Distance from Standard) in 2023 to 2024.
- Grade 7: Students improved by 19.9 points (Distance from Standard) in 2023 to 2024.
- Grade 7: English Learners: Students improved by 33.7 points (Distance from Standard) in 2023 to 2024.
- Grade 8: Students improved by 4.2 points (Distance from Standard) in 2023 to 2024.
- Grade 11: Students improved by 2.5points (Distance from Standard) in 2023 to 2024.
- Grade 11, English Learners: Students improved by 12.2 points (Distance from Standard) in 2023 to 2024.

Suspension Rate

- Hispanic, orange increased .6%
- Homeless, orange increased .4%
- Socioeconomically Disadvantaged, orange increased .4%
- Students with Disabilities, orange increased .7%

Attendance Rate

- Cutler School: 1.00% increase in attendance from 2023 (93.91%) to 2024 (94.91%)
- Golden Valley School: 0.76% increase in attendance from 2023 (94.42%) to 2024 (95.18%)
- Palm School: 1.58% increase in attendance from 2023 (93.96%) to 2024 (95.54%)
- El Monte Middle School: 0.44% increase in attendance from 2023 (94.45%) to 2024 (94.89%)
- Orosi High School: 0.02% increase in attendance from 2023 (95.16%) to 2024 (95.18%)

California Healthy Kids Survey
5th Grade: 77% of students feel a sense of school connectedness
7th Grade: 46% of students feel a sense of school connectedness
9th Grade: 46% of students feel a sense of school connectedness
11th Grade: 49% of students feel a sense of school connectedness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to standards-aligned materials (Source: Textbook Sufficiency Resolution)	All Students: 100% (Year: 2023-2024)	All Students: 100% (Year: 2024-2025)	All Students: 100% (Year: 2025-2026)	Maintain All Students: 100%	All Students: 0%
1.2	Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards (Source: LCFF Priority 2 Self Reflection Tool)	English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation (Year: 2023-2024)	English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation	English Language Arts: Full Implementation and sustainability Math: Full Implementation History/Social Science: Full Implementation and sustainability Implementation Science: Full Implementation and sustainability Career Technical Education: Full Implementation and sustainability Health Education: Full Implementation and sustainability Physical Education: Full Implementation and sustainability	English Language Arts: Full Implementation and sustainability Math: Full Implementation History/Social Science: Full Implementation and sustainability Implementation Science: Full Implementation and sustainability Career Technical Education: Full Implementation and sustainability Health Education: Full Implementation and sustainability Physical Education: Full Implementation and sustainability	English Language Arts: No difference Math: No difference History/Social Science: No difference Implementation Science: No difference Career Technical Education:No difference Health Education: No difference Physical Education: No difference Visual and Performing Arts: No difference World Language Standards: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			World Language Standards: Full Implementation (Year: 2024-2025)	Visual and Performing Arts: Full Implementation an d sustainability World Language Standards: Full Implementation and sustainability	Visual and Performing Arts: Full Implementation an d sustainability World Language Standards: Full Implementation and sustainability sustainability	
1.3	Smarter Balanced Results Distance from Standard (DFS) in ELA (Source: CA Dashboard)	All: -33.4 SED: -35.9 SWD: -111.8 EL: -64.9 LTEL: * Hispanic: -34.8 Filipino: 14.7 Foster Youth: -56.4 Homeless: -64.3 * = Data Unavailable (Year: 2022-2023)	All: -29.2 SED: -31.5 SWD: -103.4 EL: -63.4 LTEL:-101.9 Hispanic: -31.1 Filipino: 38.7 Foster Youth: -80.2 Homeless: -81.7 * = Data Unavailable (Year: 2023-2024)	All: -21.8 SED: - 23.3 SWD: -87.6 EL: -54.7 LTEL: -102.4 Hispanic: -22.7 Filipino: 19.8 Foster Youth: -110.9 Homeless: -77.4 (Year 2024-2025)	All: -3.4 SED: -5.9 SWD: -66.8 EL: -19.9 LTEL: -50.9 Hispanic: -4.8 Filipino: 19.7 Foster Youth: -11.4 Homeless: -19.3 * = Data Unavailable	ALL: 11.6 point increase SED: 12.6 point increase SWD: 24.2 point increase EL: 10.2 point increase LTEL:- 0.5 point decrease Hispanic: 12.1 point increase Filipino: 5.1 point increase Foster Youth: -54.5 point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: -13.1 point decrease
1.4	Smarter Balanced Results Distance from Standard (DFS) in Mathematics (Source: CA Dashboard)	All: -79.4 SED: -81.5 SWD: -139.4 EL: -102.9 LTEL: * Hispanic: -80.6 Filipino: -28 Foster Youth: -83.9 Homeless: -101.1 * = Data Unavailable (Year: 2022-2023)	All: -75.8 SED: -78.4 SWD: -135.5 EL: -101.1 LTEL: -164.6 Hispanic: -76.9 Filipino: -21.6 Foster Youth: -163.9 Homeless: -129.3 (Year: 2023-2024)	All: -67.4 SED: -69.2 SWD: -124.2 EL: -88.9 LTEL: -165.5 Hispanic: -68.4 Filipino: -29.8 Foster Youth: -123.5 Homeless: -102.1 (Year 2024-2025)	All: -49.4 SED: -51.5 SWD: -94.4 EL: -57.9 LTEL: -106.6 Hispanic: -50.6 Filipino: 2 Foster Youth: -38.9 Homeless: -56.1 * = Data Unavailable	All: 12 point increase SED: 12.3 point increase SWD: 15.2 point increase EL: 14 point increase LTEL: -0.9 decrease Hispanic: 12.1 point increase Filipino: -1.8 point decrease Foster Youth: -39.6 point decrease Homeless: -1 point decrease
1.5	CAASPP/CAA Assessments for Science Percentage of students meeting or exceeding standards	All: 15.53% SED: 14.83% SWD: 0%	All: 19.05% SED: 18.38% SWD: 2.86%	All: 19.23% SED: 19.15% SWD: 6.25%	All: 25.53% SED: 24.83% SWD: 10%	All: 3.7% increase SED: 4.32% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CA Dashboard)	EL: 3.10% LTEL: * Hispanic: 14.66% Filipino: 33.34% Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 9.76% * = Data Unavailable (Year: 2022-2023)	EL: 2.63% LTEL: 0% Hispanic: 18.13% Filipino: 50% Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 9.30% * = Data Unavailable (Year: 2023-2024)	EL: 1.91% LTEL:2.42% Hispanic: 18.39% Filipino: 32.14% Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 18.75% (Year 2024-2025)	EL: 13.10% LTEL: 10% Hispanic: 24.66% Filipino: 43.34% Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 19.76% * = Data Unavailable	SWD: 6.25% increase EL: -.1.19% decrease LTEL: 2.42% increase Hispanic: 3.73% increase Filipino: -1.2% decrease Foster Youth: Data Suppressed to protect student privacy-less than 11 students Homeless: 8.99% increase
1.6	Percentage of Students who have successfully completed A-G Requirements (Source: Data Quest)	All: 38.1% SED: 38.1% SWD: 4.2% EL: 19.3% LTEL: Not Available Hispanic: 37.6% Filipino: *	All: 31.6% SED: 32.3% SWD: 13% EL: 14.7% LTEL: Not Available Hispanic: 30.3% Filipino: *	All: 38.4% SED: 38.4% SWD: 0% EL: 11.5% LTEL: ** Hispanic: 37.1% Filipino: *	All: 45.3% SED: 45.2% SWD: 15% EL: 3% LTEL: Not Available Hispanic: 44.7% Filipino: *	All: 0.3 % increase SED: 0.3% increase SWD: -4.2%% decrease EL: -7.8% decrease LTEL: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: * Homeless: 32.4% * = Data Unavailable (Year: 2022-2023)	Foster Youth: * Homeless: 20% * = Data Unavailable (Year: 2023-2024)	Foster Youth: ** Homeless: 16.11% (Year 2024-2025)	Foster Youth: * Homeless: 36.7% * = Data Unavailable	Hispanic: -0.5 % decrease Filipino: * Foster Youth: * Homeless: -16.29% decrease * = Data Unavailable
1.7	Percentage of pupils who have successfully completed CTE Courses from an approved career pathway. (Source: CA Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report)	All: 45.5% SED: 45.8% SWD: 34.4% EL: 36.3% LTEL: * Hispanic: 46.8% Filipino: * Foster Youth: * Homeless: 33.0% * = Data Unavailable (Year: 2022-2023)	All:45.7 % SED: 45.4% SWD: 34.5% EL: 33.3% LTEL: 35.1% Hispanic: 44.9% Filipino: * Foster Youth: * Homeless: 31% * = Data Unavailable (Year: 2023-2024)	All: 49.4% SED: 50.2% SWD: 33.3% EL: 30.0% LTEL: 33.9% Hispanic: 48.9% Filipino: * Foster Youth: * Homeless: 42.9% (Year 2024-2025)	All: 54.8% SED: 50.3% SWD: 45% EL: 45% LTEL: 55.1% Hispanic: 53.5% Filipino: * Foster Youth: * Homeless: 40% * = Data Unavailable	All: 3.9% increase SED: 4.4% increase SWD: -1.1% decrease EL: -6.3% decrease LTEL: -1.2% decrease Hispanic: 2.1% decrease Filipino: * Foster Youth: * Homeless: 9.9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						* = Data Unavailable
1.8	Percentage of Students Meeting UC/CSU Requirements and Completing at Least One CTE Pathway (Source: CA Dashboard UC Met UC/CSU Requirements and CTE Pathway Completion)	All: 22.1% SED: 22.4% SWD: 3.1% EL: 9.7% LTEL: No measures available for this group Hispanic: 21.5% Homeless: 5.0% (2023 Dashboard)	All: 22% SED: 21.7% SWD: 6.9% EL: 7.6% LTEL: 8.5% Hispanic: 20.9% Homeless: 17.2% (2024 Dashboard)	All: 22.4% SED: 22.7% SWD: 0% EL: 1.4% LTEL: 1.8% Hispanic: 21.1% Homeless: 8.6% (2025 Dashboard)	All: 30% SED: 30% SWD: 8% EL: 15% LTEL: 30% Hispanic: 30% Filipino: * Foster Youth: * Homeless: 8% * = Data Unavailable	All: 0.3% increase SED: 0.3% increase SWD: -3.1% decrease EL: -21.7% decrease LTEL: -6.7% decrease Hispanic: -0.4% decrease Homeless: 3.6% increase
1.9	Percentage of students who met each of the measures in the College and Career Indicator "Prepared" and "Approaching" Levels" (Source: CA Dashboard College/Career Levels & Measures Report)	Prepared Category All: 41.2% SED: 41.3% SWD: 12.5% EL: 16.3% LTEL: * Hispanic: 41.4% Filipino: *	Prepared Category All: 39.8% SED: 39.5% SWD: 7.1% EL: 14.3% LTEL: 16% Hispanic: 38.5%	Prepared Category All: 44.9% SED: 45.3% SWD: 0% EL: 20.3% LTEL: 23.6% Hispanic: 43.2% Filipino: *	Prepared Category All: 51.2% SED: 51.3% SWD: 22.5% EL: 26.3% LTEL: 25% Hispanic: 51.4%	Prepared Category All: 3.7% increase SED: 4% increase SWD: -12.5% decrease EL: 4% increase LTEL: 7.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: * Homeless: 37.5% – Approaching Category All: 25.7% SED: 25.3% SWD: 31.3% EL: 35% LTEL: * Hispanic: 26% Filipino: * Foster Youth: * Homeless: 32.5% * = Data Unavailable (Year: 2022-2023)	Filipino: * Foster Youth: * Homeless: 27.6% – Approaching Category All: 21.7% SED: 21.8% SWD: 39.3% EL: 26.7% LTEL: 27.7% Hispanic: 22.4% Filipino: * Foster Youth: * Homeless: 13.8% * = Data Unavailable (Year: 2023-2024)	Foster Youth: * Homeless: 28.6% – Approaching Category All: 26.3% SED: 26.3% SWD: 35.3% EL: 24.6% LTEL: 23.6% Hispanic: 27.0% Filipino: * Foster Youth: * Homeless: 35.7% (Year 2024-2025)	Filipino: * Foster Youth: * Homeless: 47.5% – Approaching Category All: 30.7% SED: 30.3% SWD: 36.3% EL: 40% LTEL: 25% Hispanic: 31% Filipino: * Foster Youth: * Homeless: 38.5% * = Data Unavailable	Hispanic: 1.8% increase Filipino: * Foster Youth: * Homeless: 8.9% decrease – Approaching Category All: 0.6% increase SED: 1% increase SWD: 4% increase EL: -10.4% decrease LTEL: -4.1% decrease Hispanic: 1% increase Filipino: * Foster Youth: * Homeless: 3.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						* = Data Unavailable
1.10	Percentage of pupils who are awarded the Seal of Biliteracy (Source: DataQuest; Four Year Cohort Graduation Rates and Outcomes)	All: 2.6% SED: 2.6% SWD: 0% EL: 0.9% LTEL: * Hispanic: 2.7% Filipino: * Foster Youth: * Homeless: 2.7% * = Data Unavailable (Year: 2022-2023)	All: 0% SED: 0% SWD: 0% EL: 0% LTEL: 0% Hispanic: 0% Filipino: 0% Foster Youth: 0% Homeless: 0% (Year: 2023-2024)	All: 2.28% SED: 2.28% SWD: 0% EL: 0% LTEL: 0% Hispanic: 2.28% Filipino: 0% Foster Youth: 0% Homeless: 0% (Year 2024-2025)	All: 10% SED: 10% SWD: 5% EL: 10% LTEL: 10% Hispanic: 10% Filipino: * Foster Youth: * Homeless: 10% * = Data Unavailable	All: 0.32% decrease SED: 0.32% decrease SWD: no change in data EL: 0.9% decrease LTEL: No change Hispanic: 0.32% decrease Filipino: * Foster Youth: * Homeless: 2.7% decrease * = Data Unavailable
1.11	Percentage of English Learners who progress in English Proficiency (CA Dashboard)	40.3% making progress toward EL Proficiency (Year: 2022-2023)	42.1% making progress toward EL Proficiency (Year: 2023-2024)	42% making progress toward EL Proficiency (Year: 20243-2025)	50.3% making progress toward EL Proficiency	1.7% increase in making progress toward EL Proficiency
1.12	English Learner Reclassification Rate	5.6%	11.6% (Year: 2023-2024)	9.8% (Year: 2024-2025)	50.95%	4.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CALPADS)	(Year: 2022-2023)				
1.13	Percentage of students passing AP exams with a score of 3 or higher (Source: Local College Board Data)	All: 4.1% Hispanic: 3.4% EL: 5.0% SED: 4.1% SWD: 0.0% Homeless: 6.7% (Year: 2022-2023)	All: 6.9% Hispanic: 7.0% EL: 3.9% SED: 6.9% SWD: 0.0% Homeless: 0% (Year: 2023-2024)	All: 3.5% Hispanic: 3.4% EL: 0.3% SED: 3% SWD: 0% Homeless: 0% (Year: 2024-2025)	All: 14.1% Hispanic: 13.4% EL: 15.0% SED: 14.1% SWD: 10.0% Homeless: 16.7%	All: -0.6% decrease Hispanic: no change EL: 4.7% decrease SED: 1.1% decrease SWD: no change in data Homeless: 6.7% decrease
1.14	Percentage of Student who are prepared for college by the Early Assessment Program	17.07% of 11th grade students Exceeded Standards in ELA 4.90% of 11th grade students Exceeded Standards in Math 33.45% of 11th grade students Met Standards in ELA 11.89% of 11th grade students Met Standards in Math (Year: 2022-2023)	20.80% of 11th grade students Exceeded Standards in ELA 3.11% of 11th grade students Exceeded Standards in Math 35.40% of 11th grade students Met Standards in ELA 10.67% of 11th grade students Met Standards in Math	16.72% of 11th grade students Exceeded Standards in ELA 12.20% of 11th grade students Exceeded Standards in Math 27.88% of 11th grade students Met Standards in ELA 16.84% of 11th grade students Met Standards in Math	27.07% of 11th grade students Exceeded Standards in ELA 14.90% of 11th grade students Exceeded Standards in Math 43.45% of 11th grade students Met Standards in ELA 21.89% of 11th grade students Met Standards in Math	0.35% decrease of 11th grade students Exceeded Standards in ELA 7.3% increase of 11th grade students Exceeded Standards in Math 5.57% decrease of 11th grade students Met Standards in ELA 4.95% increase of 11th grade students Met Standards in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Year: 2023-2024)	(Year: 2024-2025)		
1.15	Attendance Rates (Source: School Site Monthly Attendance Report)	Cutler School: 93.91% Golden Valley School: 94.42% Palm School: 93.96% El Monte School: 94.48% Orosi High School: 95.18% Lovell High School: 97.20% (Year: 2022-2023)	Cutler School: 94.94% Golden Valley School: 95.18% Palm School: 95.44% El Monte School: 94.79% Orosi High School: 95.29% Lovell High School: 80.80% (Year: 2023-2024)	Cutler School: 95.88% Golden Valley School: 95.69% Palm School: 95.77% El Monte School: 95.81% Orosi High School: 95.96% Lovell High School: 94.05% (Year 2024-2025)	Cutler School: 95% Golden Valley School: 95% Palm School: 95% El Monte School: 96% Orosi High School: 96% Lovell High School: 97.5%	Cutler School: 1.97% increase Golden Valley School: 1.27% increase Palm School: 1.81% increase El Monte School: 1.33% increase Orosi High School: 0.78% increase Lovell High School: 3.15% decrease
1.16	Chronic absenteeism rates (Source: Dashboard)	All: 18.4% SED: 18.6% SWD: 27.3% EL: 18% LTEL: * Hispanic: 18.6% Filipino: 8.7%	All: 11.9% SED: 12% SWD: 19.1% EL:10.7 % LTEL: 18.4% Hispanic: 12% Filipino:5.8 %	All: 9% SED: 9.3% SWD: 15.8% EL: 8.8% LTEL: 17.5% Hispanic: 9% Filipino: 1.7%	All: 8.4% SED: 8.6% SWD: 17.3% EL: 8% LTEL: 10% Hispanic: 8.6% Filipino: .7%	All: 9.4% decrease in student chronic absenteeism rates SED: 9.3% decrease in student chronic absenteeism rates SWD: 11.5% decrease in student chronic absenteeism rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 19.2% Homeless: 22.7% * = Data Unavailable (Year: 2022-2023)	Foster Youth: 18.8% Homeless: 19.5% * = Data Unavailable (Year: 2023-2024)	Foster Youth: 33.3% Homeless: 15.5% (Year 2024-2025)	Foster Youth: 9.2% Homeless: 12.7% * = Data Unavailable	EL: 9.2% decrease in student chronic absenteeism rates LTEL: 0.9% decrease in student chronic absenteeism rates Hispanic: 9.6% decrease in student chronic absenteeism rates Filipino: 7% decrease in student chronic absenteeism rates Foster Youth: 14.6%% increase in student chronic absenteeism rates Homeless: 7.2% decrease in student chronic absenteeism rates
1.17	High School dropout rates (Source: CALPADS)	All: 4.4% SED: 4.5% SWD: 10%	All: 3.04% SED: 3.1% SWD: 0%	All: 0.2% SED: 0.2% SWD: *	All: .4% SED: .5% SWD: 1%	All: -4.2% decrease in high school dropout rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 19.8% LTEL: * Hispanic: 4.2% Filipino: * Foster Youth: * Homeless: 7.5% * = Data Unavailable (Year: 2022-2023)	EL: 6.6% LTEL: * Hispanic: 3.2% Filipino: N/A Foster: N/A Homeless: 3.4% * = Data Unavailable (Year: 2023-2024)	EL: 0.3% LTEL: * Hispanic: 0.2% Filipino: * Foster Youth: * Homeless: 0.5% (Year 2024-2025)	EL: 9.8% LTEL: * Hispanic: .2% Filipino: * Foster Youth: * Homeless: .5% * = Data Unavailable	SED: - 4.3% decrease in high school dropout rates SWD: * EL: - 19.5% decrease in high school dropout rates LTEL: * Hispanic: % decrease in high school dropout rates Filipino: * Foster Youth: * Homeless: -7% decrease in high school dropout rates * = Data Unavailable
1.18	Middle School dropout rates (Source: CALPADS)	0% (Year: 2022-2023)	0% (Year: 2023-2024)	0% (Year 2025-2026)	0%	Data remained at 0%
1.19	High School graduation rates	All: 92.3% SED: 92.2%	All: 94% SED: 93.9%	All: 92.8% SED: 93.1%	All: 97.3% SED: 97.2%	All: 0.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CA Dashboard)	SWD: 75% EL: 88.7% LTEL: * Hispanic: 92.4% Filipino: * Foster Youth: * Homeless: 92.5% * = Data Unavailable (Year: 2022-2023)	SWD: 82.8% EL: 90.5% LTEL: 93.6% Hispanic: 94.1% Filipino: * Foster Youth: * Homeless: 86.2% * data not displayed for privacy (Year: 2023-2024)	SWD: 66.7% EL: 88.6% LTEL: 85% Hispanic: 92.4% Filipino: * Foster Youth:* Homeless: 88.6% (Year 2024-2025)	SWD: 85% EL: 93.7% LTEL: 93% Hispanic: 97.4% Filipino: * Foster Youth: * Homeless: 97.5% * = Data Unavailable	SED: 0.9% increase SWD: -8.3% decrease EL: -0.1% decrease LTEL: -8.6% decrease Hispanic:data remained the same Filipino: * Foster Youth: * Homeless: -3.9% decrease * = Data Unavailable
1.20	Suspension rates (Source: CA Dashboard)	All: 4.9% SED: 4.9% SWD: 7.6% EL: 5.8% LTEL: * Hispanic: 5%	All: 4% SED: 4.1% SWD: 4.8% EL: 3.9% LTEL: 9.3% Hispanic: 4.1%	All: 3.2% SED: 3.3% SWD: 4.2% EL: 4.1% LTEL: 7.7% Hispanic: 3.3%	All: 2.9% SED: 2.9% SWD: 3.6% EL: 2.8% LTEL: 2.5% Hispanic: 2%	All: -1.7% decrease in suspension rates SED: -1.6% decrease in suspension rates SWD: -3.4% decrease in suspension rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 2.9% Foster Youth: 11.1% Homeless: 5.2% * = Data Unavailable (Year: 2022-2023)	Filipino: 0% Foster Youth:11.5% Homeless: 4.6% * = Data Unavailable (Year: 2023-2024)	Filipino: 1% Foster Youth: 26.3% Homeless: 4% (Year 2024-2025)	Filipino: .9% Foster Youth: 5% Homeless: 2.2% * = Data Unavailable	EL: - 1.7% decrease in suspension rates LTEL: - 1.6% decrease in suspension rates Hispanic: -1.7 % decrease in suspension rates Filipino: - 1.9% decrease in suspension rates Foster Youth: 15.2% increase in suspension rates Homeless: 1.2% decrease in suspension rates
1.21	Expulsion rates (Source: DataQuest)	All: 0.37% SED: 0.4% SWD: 0.2% EL: 0.6% LTEL: * Hispanic: 0.37% Filipino: *	All: 0.2% SED: 0.2% SWD: 0% EL: 0.2% LTEL: * Hispanic: 0.2% Filipino: 0%	All: 0.1% SED: 0.2% SWD: 0.2% EL: 0.2% LTEL: * Hispanic: 0.2% Filipino: *	All: 0.2% SED: 0.2% SWD: 0.1% EL: 0.3% LTEL: 0% Hispanic: 0% Filipino: 0%	All: - 0.27% decrease in expulsion rates SED: -0.2% decrease in expulsion rates SWD: expulsion rate % remained unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 0% Homeless: 0.7% * = Data Unavailable (Year: 2022-2023)	Foster Youth: 0% Homeless: % * = Data Unavailable (Year: 2023-2024)	Foster Youth: 0% Homeless: 0.5% (Year 2024-2025)	Foster Youth: 0% Homeless: 0.2% * = Data Unavailable	EL: -0.4% decrease in expulsion rates LTEL: * Hispanic: -0.17% decrease in expulsion rates Filipino: * Foster Youth: No expulsions Homeless: -0.2% decrease in expulsion rates * = Data Unavailable
1.22	Sense of school connectedness (Source: CA Healthy Kids Survey)	5th Grade: 77% of students feel a sense of school connectedness 7th Grade: 46% of students feel a sense of school connectedness 9th Grade: 46% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness	5th Grade: 78% of students feel a sense of school connectedness 7th Grade: 43% of students feel a sense of school connectedness 9th Grade: 44% of students feel a sense of school connectedness	5th Grade: 71% of students feel a sense of school connectedness 7th Grade: 58% of students feel a sense of school connectedness 9th Grade: 54% of students feel a sense of school connectedness	5th Grade: 90% of students feel a sense of school connectedness 7th Grade: 75% of students feel a sense of school connectedness 9th Grade: 75% of students feel a sense of school connectedness	5th Grade: 6% decrease in the % students that feel a sense of school connectedness 7th Grade: 12% increase in the % students that feel a sense of school connectedness 9th Grade: 12% increase in the %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year: 2022-2023)	11th Grade: 49% of students feel a sense of school connectedness (Year: 2024-2025)	11th Grade: 52% of students feel a sense of school connectedness (Year: 2025-2026)	11th Grade: 75% of students feel a sense of school connectedness	students that feel a sense of school connectedness 11th Grade: 3% increase in the % students that feel a sense of school connectedness
1.23	Broad Course of Study (Source: SIS Master Schedule)	Elementary Course Access: 100% of students had access Secondary Course Access: 100% of students had access A-G Course Access: 100% of students had access English Learner Course Access: 100% of students had access (Year: 2022-2023)	Elementary Course Access: 100% of students had access Secondary Course Access: 100% of students had access A-G Course Access: 100% of students had access English Learner Course Access: 100% of students had access (Year: 2024-2025) (Year: 2023-2024)	Elementary Course Access: 100% of students had access Secondary Course Access: 100% of students had access A-G Course Access: 100% of students had access English Learner Course Access: 100% of students had access (Year: 2025-2026) (Year: 2024-2025)	Elementary Course Access: 100% Secondary Course Access: 100% A-G Course Access: 100% English Learner Course Access: 100%	Elementary Course Access: No difference in data Secondary Course Access: No difference in data A-G Course Access: No difference in data English Learner Course Access: No difference in data
1.24	Extra Curricular Activities (Source: Athletic Director Participation Report)	Students involved in extracurricular activities: El Monte Middle School: 283	Students involved in extracurricular activities: El Monte Middle School: 169	Students involved in extracurricular activities: El Monte Middle School: 295	Students involved in extracurricular activities:	Students involved in extracurricular activities: 12 student increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orosi High School: 357 (Year: 2022-2023)	Orosi High School: 367 (Year: 2023-2024)	Orosi High School: 385 (Year: 2024-2025)	El Monte Middle School: 350 Orosi High School: 400	Orosi High School: 18 student increase
1.25	Percentage of 2nd graders reading on or above grade level (Source: Fountas and Pinnell)	All: 42% EL: 27% (Year: 2022-2023)	All: 52% EL: 37% (Year: 2023-2024)	All: 47% EL: 52% (Year: 2024-2025)	All: 90% EL: 90%	All: 5% increase EL: 25% increase
1.26	College and Career Work Based Learning Activities Provided to K-12 students (Source: Work Based Continuum Plan)	100% of students provided with work based activities (Year: 2022-2023)	100% of students provided with work based activities (Year: 2023-2024)	100% of students provided with work based activities (Year: 2025-2026)	100% of students provided with work based activities	No difference in data
1.27	Parent Engagement Report (Source: Monthly Site Parent Involvement Report)	Cutler Elementary: 3206 Parents attended parent events or trainings in 2023-2024 Golden Valley: 846 Parents attended parent events or trainings 2023-2024 Palm: 1505 Parents attended parent events or trainings 2023-2024 El Monte: 2404 Parents attended parent events or trainings 2023-2024	Cutler Elementary: 4,288 Parents attended parent events or trainings in 2024-2025 Golden Valley: 3,434 Parents attended parent events or trainings 2024-2025 Palm: 2,398 Parents attended parent events or trainings 2024-2025	Cutler Elementary: 3,775 Parents attended parent events or trainings in 2025-2026 Golden Valley: 3,370 Parents attended parent events or trainings 2025-2026 Palm: 2,995 Parents attended parent events or trainings 2025-2026	Cutler Elementary: 3500 Parents attended parent events or trainings Golden Valley: 1000 Parents attended parent events or trainings Palm: 2000 Parents attended parent events or trainings El Monte: 2700 Parents	Cutler Elementary: 569 Parent increase Golden Valley: 2,524 Parent increase Palm: 1,489 Parent increase El Monte: 147 Parent increase Orosi High School: 3,620 Parent increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orosi High School: 2037 Parents attended parent events or trainings 2023-2024 Alt Ed: 53 Parents attended parent events or trainings 2023-2024	El Monte: 2,583 Parents attended parent events or trainings 2024-2025 Orosi High School: 5,987 Parents attended parent events or trainings 2024-2025 Alt Ed: 76 Parents attended parent events or trainings 2024-2025	El Monte: 2,551 Parents attended parent events or trainings 2025-2026 Orosi High School: 5,657 Parents attended parent events or trainings 2025-2026 Alt Ed: 103 Parents attended parent events or trainings 2025-2026	attended parent events or trainings Orosi High School: 2400 Parents attended parent events or trainings Alt Ed: 100 Parents attended parent events or trainings	Alt Ed: 50 Parent increase
1.28	Number of Gate Students (Source: SIS Gate Student Report)	136 students identified as GATE Districtwide (Year: 2022-2023)	144 students identified as GATE Districtwide (Year: 2023-2024)	144 students identified as GATE Districtwide (Year: 2024-2025)	150 students Districtwide	8 student GATE increase
1.29	Early Language and Literacy Development (Source: DRDP Data)	Fall 2022: 3% of students at Building Middle Spring 2023: 41% of students at Building Middle	Fall 2023: 3% of students at Building Middle Spring 2024: 33% of students at Building Middle	Fall 2025 - 16% of students Building Middle Spring 2026 - 32% of students Building Middle	Between Fall and Spring assessments, 30% growth	16% growth between Fall and Spring Assessments
1.30						

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–2026 school year, all fifteen actions under Goal 1 were fully implemented. The district can report that there were no substantive differences between the planned actions and their actual implementation. While no particular challenges were reported regarding the process of implementation itself, student outcome data revealed specific areas of success and challenges. The district engaged in a structured communication and collaboration process to ensure progress and alignment with the Local Control and Accountability Plan (LCAP). District Administration held consistent meetings, including weekly Cabinet sessions and bi-monthly meetings with Directors, Administrators, and Principals, to monitor and discuss implementation. In addition, the Assistant Superintendent and Director of Student Services conducted monthly meetings with Principals to review the status of LCAP-related actions, expenditures, and categorical program implementation.

All fifteen actions under Goal 1 were fully implemented, with schools reporting positive outcomes across various domains with areas of improvement for student groups.

Action 1.1: This action was fully implemented through additional PBIS staff to improve campus climate, successfully reducing chronic absenteeism for most groups, though Foster Youth saw an increase in both absenteeism and suspensions.

Action 1.2: The district distributed supplemental materials to support content standards, which led to academic growth for most students, but Foster Youth and Homeless students continued to experience significant academic declines.

Action 1.3: Early education supports were provided to prepare children for school readiness, resulting in consistent growth in early literacy, although the most recent year's growth was slightly lower than the previous one.

Action 1.4: Targeted interventions were delivered through small-group and extended day instruction, improving overall math and ELA scores while struggling to reverse academic declines for Foster Youth and Homeless students.

Action 1.5: Library resources were maintained and literacy initiatives launched to foster reading culture, achieving literacy gains for English Learners while highlighting a need for more individualized support for the Foster Youth population.

Action 1.6: Students recieved college and career experience and were provided supports to reduce barriers to college and career, leading to increased A-G completion for many students despite preparedness declines for English Learners and Homeless groups

Action 1.7: Individualized mentorship and counseling were provided to at-promise students, successfully reducing dropout and suspension rates overall, though minor suspension increases occurred for Foster Youth.

Action 1.8: Specialized reading intervention services were delivered to K-2 students, effectively increasing the percentage of 2nd graders reading at grade level, particularly among English Learners.

Action 1.9: Attendance and behavior were promoted through incentives and wellness checks, leading to improved attendance rates at several sites and an overall decrease in suspensions.

Action 1.10: Psychologists and counselors were assigned to every site to provide social-emotional support, ensuring critical wellness access for all students despite mixed survey results regarding school connectedness.

Action 1.11: The district provided a broad course of study including visual and performing arts, successfully maintaining 100% student access across all educational levels despite increased material costs. A challenge with this action included having difficulty filling the accompanist position.

Action 1.12: Enrichment opportunities were provided to GATE students through advanced projects, successfully improving identification processes and recognizing eight additional students for their potential.

Action 1.13: Extracurricular programs were offered to enhance health and leadership, and both middle school and high school participation increased.

Action 1.14: Support for the Family Education Center included workshops and outreach, which effectively resulted in increased parent participation in events and trainings.

Action 1.15: Enhanced staffing and professional learning supported English Learners, resulting in a 1.8% increase in proficiency progress and a 5% increase in reclassification rates.

No particular challenges with the implementation of this goal.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 1 Actions:
Goal 1, Action 1.1: Material differences were lower than budgeted due to not having to incur the initial start up cost for school and district safety measures.
Goal 1, Action 1.2: No material differences were observed for this action.
Goal 1, Action 1.3: No material differences were observed for this action.
Goal 1, Action 1.4: No material differences were observed for this action.
Goal 1, Action 1.5: No material differences were observed for this action.
Goal 1, Action 1.6: Material differences were lower than budgeted due to using district transportation rather than charter buses.
Goal 1, Action 1.7: No material differences were observed for this action.
Goal 1, Action 1.8: No material differences were observed for this action.
Goal 1, Action 1.9: No material differences were observed for this action.

Goal 1, Action 1.10: Material differences due to staff vacancies.
Goal 1, Action 1.11: Material differences due to providing students with more opportunities for co-curricular competitions
Goal 1, Action 1.12: Material differences due to increase cost and need for material and supplies.
Goal 1, Action 1.13: No material differences were observed for this action.
Goal 1, Action 1.14: Material differences due to staff vacancies.
Goal 1, Action 1.15: No material differences were observed for this action.

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

The following is a description of the effectiveness or ineffectiveness of the specific actions under Goal 1 to date, based on the provided Year 2 outcome data:

Action 1.1 (PBIS/Safe Environment): This action has proven largely effective, with chronic absenteeism decreasing significantly for English Learners (-8.7%), Students with Disabilities (-8.2%), and Socioeconomically Disadvantaged students (-6.6%). Graduation rates increased by 1.7%, and suspension rates declined for all major groups except Foster Youth.

Action 1.2 (Supplementary Materials): This action demonstrated overall effectiveness in improving academic achievement. ELA Distance from Standard (DFS) increased by 4.2 points, Math DFS rose by 3.6 points, and Science proficiency increased by 3.52% overall. However, it was ineffective for Foster Youth and Homeless students, who saw significant academic declines.

Action 1.3 (Early Education): This action has been effective, showing a consistent upward trend in accelerating early literacy among preschool students. While the growth was slightly less than the previous year, the district remains on track toward its 30% growth target between fall and spring assessments.

Action 1.4 (Interventions for Students Not at Standard): These interventions were effective in improving student outcomes across ELA, Math, and Science. The percentage of 2nd graders reading at grade level increased by 3% overall and 6% for English Learners. Despite this, it remains ineffective for Foster Youth and Homeless students, who experienced substantial DFS declines in both ELA and Math on state testing.

Action 1.5 (Library Resources/Literacy): This action was effective in driving meaningful academic gains for many student groups, particularly English Learners. Data shows increased DFS in ELA and Math, alongside a 6% increase in 2nd-grade literacy for English Learners. It highlighted a need for stronger individualized wraparound support for the Foster Youth and Homeless populations.

Action 1.6 (College and Career Experiences): This action has shown partial effectiveness. A-G completion increased by 5.4% overall with strong gains for Students with Disabilities and Socioeconomically Disadvantaged students, yet English Learners and Homeless students experienced declines in A-G and CTE pathway completion. Additionally, the College and Career Indicator "Prepared" level decreased by 1.4%.

Action 1.7 (At-Promise Student Support): These strategies were effective in improving student engagement, as evidenced by a 1.36% decrease in high school dropout rates and middle school dropout rates remaining at 0%. Suspension rates also declined for most groups, though a minor increase (+0.4%) was noted for Foster Youth.

Action 1.8 (K-2 Reading Intervention): This action has been effective, resulting in a 3% overall increase in 2nd graders reading at grade level and a 6% increase for English Learners.

Action 1.9 (Attendance/Positive Behavior): These measures were effective, with several elementary and middle schools reporting positive trends in attendance, such as Palm School (+1.58%) and Cutler School (+1%). The overall suspension rate also decreased by 0.9%.

Action 1.10 (Wrap Around Services): This action was effective in implementing foundational support systems, ensuring all students have access to mental health and social-emotional services. However, survey results regarding school connectedness were mixed, showing an increase in 5th grade but decreases in 7th and 9th grades.

Action 1.11 (Visual and Performing Arts): This action was completely effective in ensuring equitable educational opportunities, as 100% of students maintained access to a broad course of study across all programs.

Action 1.12 (GATE Enrichment): This action was effective in improving identification processes, leading to the recognition of 8 additional GATE students districtwide.

Action 1.13 (Co-Curricular/Extracurricular): This action showed effectiveness. Both El Monte and Orosi High School had an increase in student participation in activities.

Action 1.14 (Family Education Center): This action was effective, resulting in an increase in parent participation in events and training throughout all school sites.

Action 1.15 (English Learner Support): This action proved effective, leading to a 1.8% increase in English Learners making progress toward proficiency and a 5% increase in the reclassification rate.

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

As a result of ongoing analysis of student outcomes, site-level data, and educational partner feedback, COJUSD is making a key adjustment to Goal 1 to further strengthen support for students' academic achievement, emotional well-being, and overall readiness for college and career. While Goal 1 actions have been effectively implemented—with improvements in English Language Arts, Math, and attendance—data from the California Healthy Kids Survey and school site input reveal that some students continue to face social-emotional challenges that impact their learning and engagement.

To address this, the district will add a .5 Learning Director to Action 1.4 to support students not yet at standards through evidence based interventions.

For Action 1.6, (College and Career Experiences) College and Career Readiness Technician will be changed to Office Assistant II to align with district job titles.

For Action 1.10, (Wrap Around Services), the district will increase a Speech Language Pathology Assistant to support students.

For Action 1.11 (Visual and Performing Arts), as a result of a vacancy of over 3 year, the district has decided to close the accompanist position.

For Action 1.13 (Co-Curricular/Extracurricular), the district will be removing student insurance as it was not utilized by parents/students in the community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Safe and Supportive Environment (PBIS) to Engage Students	The District will provide additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS). The primary focus is to ensure students engage in a safe learning environment. This objective contributes to the overall aim of promoting comprehensive student development and preparing them for college. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners This action will also address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students	$1,091,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(1101) Maintain 7 Campus Security positions, 2 School Resource Officers & ActVnet safety program (1102) Maintain a second Assistant Principal at El Monte Middle School (1104) Maintain school site safety measures (MINGA) (1105) PBIS/SEL Materials and Supplies and Incentives		
1.2	Supplemental Instructional Materials	The District will secure supplementary educational materials to guarantee the thorough execution of academic content and performance standards. This approach includes additional resources for English Learners and Long Term English Learners to improve both academic content understanding and English language proficiency. This action supports English Learners and Long Term English Learners at Cutler School, Golden Valley, El Monte, Orosi High School, and throughout the District in achieving growth on ELPI levels. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners (1201) Maintain site instructional budget allocations for materials & supplies (1202) Maintain additional funding for classroom library books to promote reading and literacy (1203) Professional Learning and supplemental materials	$245,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Early Education Support for children 0-5 years of Age	Provide early education support for children 0-5 years of age to enable them to enter school ready to learn, including English Learners. (1204) Early Education Materials and Supplies	$5,000.00	Yes
1.4	Intervention for Students NOT YET AT STANDARD	Provide interventions for students NOT YET AT STANDARDS, including interventions for Low Income, English Learner, Unduplicated students, Students with disabilities, and Foster Youth. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners This action will also address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students (1401) Maintain 4 Learning Directors to identify, coordinate, and provide service (1402) Intervention services (during and after school) (1403) Intervention services (summer school) (1404) Materials for interventions summer school	$2,070,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(1405) Maintain two additional teachers at El Monte to increase instructional minutes and provide English Learners with embedded interventions to increase achievement on ELA CAASPP assessments. (1406) 1 teacher (Physical Education) at middle school to increase instructional day for interventions and enrichment in 6th grade (1407) Transportation for students attending interventions (1103) Maintain 1 additional custodian/bus driver (1408) Maintain 1 Resource Specialist Teacher at OHS to help increase achievement with curriculum offering specific to broad course of study for SWD (1419) Elementary Field Trips to enhance and support content standards		
1.5	Provide Literacy and Individualized Support	Provide access to library resources and promote reading. This action will provide individualized support to English Learners to enable students to achieve standards. Specifically to address the following Reds on the ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners (1409) Maintain elementary school Library Aides (1411) Maintain Bilingual Instructional aides for ELs	$444,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Students, especially those from low-income, English Learner and Foster Youth, struggle to overcome barriers to college and career opportunities. Many of these students are first generation college students who may lack home resources to help them access college. Provide college and career experiences for students to prepare them for a variety of post secondary options. Specifically to address the following Very Low Indicator on the CCI metric on the 2023 Dashboard: Lovell High- All students, Hispanic students, SED, and English Learner Students (1412) Maintain Director of College and Career Readiness, Work-based Learning Facilitator and Office Assistant II and Secretary and maintain 7 sections of CTE courses and Academic Incentives (1413) Instructional Materials for CTE and College and Career activities (1414) Transportation costs including 2 drivers for CTE	$1,078,564.00	Yes
1.7	Individualized Support for At Promise Males and Females	Provide individualized support to at promise males and females to enable students to achieve standards to reduce dropout rates and improve suspension rates. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1416) Instructional Materials and Services for At-Promise Students	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Reading Intervention and Acceleration Services	In order to deliver increased individualized support for our low-income students, students in foster care, and English Learners, the District provides additional site-level staff dedicated to support student instruction. Through this additional staffing, teachers will focus their implementation of Tier 2 and 3 instructional supports within the multi-tiered system. This action will provide intervention and acceleration services to students in K-2 that are reading below grade level. (1418) Maintain 3 Reading Specialists and extend work day and calendar days	$493,064.00	Yes
1.9	Support to Improve Pupil Attendance and Positive Behavior	Support measures to maintain or improve daily pupil attendance and promote positive behavior on campus. Low-income students, English Learners, and students in foster care are more likely to experience barriers to attendance at school such as housing instability, mental health issues, and illness. Students in foster care, low-income students, and English Learners are at risk for experiencing trauma and need additional support through building community and relationships at school. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1501) Maintain 2 Responsibility Center Teachers	$198,069.00	Yes
1.10	Provide Wrap Around Services to Support Student Learning	Students in foster care, low-income students, and English Learners are are more at risk for having experienced trauma and the need to feel connected to school. This action will provide Psychologist and Counselors at every	$1,752,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school site to implement multi-tiered levels of support and provide social-emotional development, mental health, and health support so students are able to focus on learning. Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District-Foster Youth Orosi High- All students, English Learners. Hispanic Students, and Students with Disabilities Lovell High- English Learners (1601) Maintain 4 Psychologists & 2 Intern Stipends (1602) Maintain 5 LVNs (1603) Maintain 2 Speech Therapists and 1 Speech Language Pathology Assistant (1604) Maintain 2 Counselors (1605) Maintain 3 elementary school Counselors		
1.11	Provide Broad Course of Study	Students in foster care, low-income students, and English Learners have less access to music programs that are not funded by the district. This action will provide a broad course of study that expands visual and performing arts access. The District recognizes the the impact music and choir plays on student's development therefore providing this action for all students. (1701) Maintain 1 Choir Teacher and 1 Band Teacher (1702) Choir, materials and supplies (1703) Music equipment, materials and supplies	$319,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Many Low-income students do not have access to specialized instructional services outside the school. This action will provide enrichment for students identified as Gifted and Talented (GATE). (1705) Auxiliary hours for GATE program (1706) Materials and supplies	$2,165.00	Yes
1.13	Provide Opportunities for Co-Curricular Programs	Many Low-income students do not have access to enrichment activities. This action will provide opportunities for co-curricular and extracurricular programs to enhance health, fitness, and athletic/academic competitiveness. The District recognizes the the impact health plays on student's development therefore providing this action for all students. (1801) Maintain 1 Elementary PE Teacher and 3 P.E. Technicians to expand elementary school day (1802) Maintain athletic program support to build quality (1803) Maintain elementary intramural sports program (1804) Academic competitions and registrations (1805) Student insurance	$823,748.00	Yes
1.14	Provide Support to Family Education Services	Low-income students, Foster Youth, and homeless students, who have the highest level of need, will benefit most from the mental health supports provided by the Family Education Center helping them and their families cope with trauma and develop the coping skills necessary for learning. This action will provide additional support to Family Education Services to	$129,019.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure parents and students have the support needed to overcome obstacles to fully participate in school. (1806) Provide bilingual clerk and Outreach Aide at Family Education Center and maintain babysitters and Digital Literacy class		
1.15	English Learner Support for English Proficiency	English Learners can experience barriers to academic achievement from learning English as a second language. This action will provide additional support staff, programs, and professional learning to enable English Learners and Long-Term English Learners to achieve English Proficiency (progress monitoring and reclassification). (3402) Maintain English Learner clerk and Administrator of English Learners	$173,656.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District is primarily focused on nurturing dedicated, collaborative, and consistently improving educators. Cutler-Orosi JUSD is a rural district and face challenges such as limited access to resources, fewer professional development opportunities, and difficulties in recruiting and retaining qualified staff. By investing in training and coaching, the district can ensure that its personnel, despite the commute, are well-equipped to meet the unique needs of students.

The development of this goal was guided by extensive input from educational partners who emphasized the importance of robust support systems for educators. Teachers highlighted the need for ongoing professional development that is responsive to the evolving demands of the classroom and aligned with state standards. Instructional coaches also play a crucial role in providing teachers with the tools, strategies, and support they need to deliver effective instruction. This consistency across classrooms helps to ensure that all students, regardless of which teacher they have, receive a high-quality education.

Site and District administrators also receive training along staff to provide feedback so that staff can refine their skills and instructional practices. This focus on professional growth directly impacts the quality of teaching, leading to improved student outcomes.

The School board also receives training and coaching, ensuring that they can make informed decisions that align with the district's goals. A well-trained and knowledgeable board is essential for setting policies that support student achievement and for holding the district accountable for results.

Parents and community members stressed the significance of a collaborative educational environment where teachers are well-equipped to meet the diverse needs of students. By setting expectations for parents and involving them in the educational process, the district can leverage this community strength to support student learning and achievement.

This feedback has shaped a strategy that prioritizes professional learning while fostering an environment of continuous improvement and collaboration.

The District incorporated this through a centralized focus on professional learning and strategic use of resources. This is done by creating an encouraging environment with comprehensive professional development opportunities. The pivotal role of educators in student learning outcomes is recognized and has been earmarked for enhancement.

In alignment with Priority 3, which places an emphasis on parental involvement, the District has cultivated a strategy that underlines the value of engaging families in the decision-making process. This strategy encourages active participation in their child's education and fosters a culture of collaboration and communal responsibility. All of these measures have been specifically designed to address the distinct aspects of the State Priorities and the collective desire to enrich both the teaching environment and familial partnerships. This goal is a testament to the District's dedication to proactively adapting and uplifting the educational experience for every student.

The following data supports the continued need for this goal:
Cutler Elementary: 4,288 Parents attended parent events or trainings in 2024-2025

Golden Valley: 3,434 Parents attended parent events or trainings 2024-2025

Palm: 2,398 Parents attended parent events or trainings 2024-2025

El Monte: 2,583 Parents attended parent events or trainings 2024-2025

Orosi High School: 5,987 Parents attended parent events or trainings 2024-2025

Alt Ed: 76 Parents attended parent events or trainings 2024-2025

Percentage of staff receiving two extended Professional learning days
Certificated: 100%

Classified: 100%

Management: 100%

(2023-2024)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Fully Credentialed Teachers	85% of teachers fully credentialed	85% of teachers fully credentialed	88% of teachers fully credentialed	95% of teachers fully credentialed	3% increase in the number of fully

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Personnel Report)	(2022-2023)	(2023-2024)	(2024-2025)		credentialed teachers
2.2	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs (Source: Targeted Review Data & District Monthly Parent Engagement Sign in Sheet)	100% of parental participation for 2022-2023 school year	100% of parental participation for 2023-2024 school year	100% of parental participation for 2024-2025 school year	100% of parental participation	No difference in data
2.3	Parent Engagement Report (Source: Monthly Site Parent Involvement Report)	Cutler Elementary: 3206 Parents participated in trainings or events in 2023-2024 Golden Valley: 846 Parents participated in trainings or events in 2023-2024 Palm: 1505 Parents participated in trainings or events in 2023-2024 El Monte: 2404 Parents participated in trainings or events in 2023-2024 Orosi High School: 2037 Parents participated in trainings or events in 2023-2024	Cutler Elementary: 4,288 Parents attended parent events or trainings in 2024-2025 Golden Valley: 3,434 Parents attended parent events or trainings 2024-2025 Palm: 2,398 Parents attended parent events or trainings 2024-2025 El Monte: 2,583 Parents attended parent events or trainings 2024-2025	Cutler Elementary: 3,775 Parents attended parent events or trainings in 2025-2026 Golden Valley: 3,370 Parents attended parent events or trainings 2025-2026 Palm: 2,995 Parents attended parent events or trainings 2025-2026 El Monte: 2,551 Parents attended parent events or trainings 2025-2026	Cutler Elementary: 3500 Parents participated in trainings or events Golden Valley: 100 Parents participated in trainings or events Palm: 2000 Parents participated in trainings or events El Monte: 2700 Parents participated in trainings or events Orosi High School: 2400 Parents participated in trainings or events	Cutler Elementary: 569 Parent increase Golden Valley: 2,524 Parent increase Palm: 1,489 Parent increase El Monte: 147 Parent increase Orosi High School: 3,620 Parent increase Alt Ed: 50 Parent increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Alt Ed: 53 Parents participated in trainings or events in 2023-2024	Orosi High School: 5,987 Parents attended parent events or trainings 2024-2025 Alt Ed: 76 Parents attended parent events or trainings 2024-2025	Orosi High School: 5,657 Parents attended parent events or trainings 2025-2026 Alt Ed: 103 Parents attended parent events or trainings 2025-2026	Alt Ed: 100 Parents participated in trainings or events	
2.4	Percentage of staff receiving extended Professional learning time	Certificated: 100% Classified: 100% Management: 100% (2023-2024)	Certificated: 100% Classified: 100% Management: 100% (2024-2025) (2024-2025)	Certificated: 100% Classified: 100% Management: 100% (2025-2026	Certificated: 100% Classified: 100% Management: 100%	No difference in data
2.5	Access to standards-aligned materials (Source: Textbook Sufficiency Resolution)	100% of students have access to standards-aligned materials (Year 2023-2024)	100% of students have access to standards-aligned materials (Year 2024-2025)	100% of students have access to standards-aligned materials (Year 2025-2026)	100% of students have access to standards-aligned materials	No difference in data
2.6	Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards	English Language Arts: Full Implementation Math: Full Implementation History/Social Science: Full	English Language Arts: Full Implementation Math: Full Implementation	English Language Arts: Full Implementation Math: Full Implementation	English Language Arts: Full Implementation Math: Full Implementation	No difference in data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: LCFF Priority 2 Self Reflection Tool)	Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Initial Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	History/Social Science: Full Implementation Science: Full Implementation Career Technical Education: Full Implementation Health Education: Full Implementation Physical Education: Full Implementation Visual and Performing Arts: Full Implementation World Language Standards: Full Implementation	
2.7	100% of parents received district mailings	100% Accuracy	100% Accuracy	100% Accuracy	100% Accuracy	No difference in data
2.8	Quarterly Districts Newsletter	100% of parents received district mailings	100% of parents received district mailings	100% of parents received district mailings	100% of parents received district mailings	No difference in data
2.9	Percentage of Teachers Appropriately Assigned	There was 0 Teacher misassignments. (2022-2023)	There will be 0 teacher misassignments. (2023-2024)	There is 0 teacher misassignments. (2024-2025)	There will be 0 teacher misassignments.	No difference in data

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-2026 school year, Cutler-Orosi Joint Unified School District (COJUSD) fully implemented all planned actions related to Goal 2, which focuses on ensuring high-quality instruction through appropriately assigned and credentialed teachers, access to aligned instructional materials, effective professional development, and strong family and community engagement. The available data confirm that the district has consistently executed these actions across all school sites, leading to successful outcomes in both instructional quality and educational partner participation.

No particular challenges with the implementation of this goal.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 2 Actions:
Goal 2, Action 2.1: Based on internal projections, the mentoring support for teachers budget will be spent by June.
Goal 2, Action 2.2: No material differences were observed for this action.
Goal 2, Action 2.3: No material differences were observed for this action.
Goal 2, Action 2.4: No material differences were observed for this action.
Goal 2, Action 2.5: Actual expenditures were higher than budgeted due to sites offering PIQE Parenting classes.
Goal 2, Action 2.6: Actual expenditures were lower than budgeted due to sites also using digital resources for parents.

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

An analysis of the provided metrics indicates that most actions associated with this goal have been effective in supporting progress, as evidenced by consistent implementation and maintained high levels of performance across key indicators. The district reported no particular challenges with the implementation of this goal during the 2025-2026 school year.

The effectiveness of specific actions is described as follows:

Action 2.1: This action has been effective in maintaining a strong pipeline of credentialed educators. As of the 2024-2025 outcome, 88% of teachers were fully credentialed, and the district reported zero teacher misassignments, indicating a positive impact on teacher retention and readiness.

Action 2.2:This action was implemented with fidelity, with 100% of certificated, classified, and management staff receiving professional learning. The training focused on instructional effectiveness, equity for English Learners and unduplicated students, and social-emotional learning, which directly supported improved instructional capacity.

Action 2.3 Described as one of the most impactful efforts, the investment in 6.0 FTE instructional coaches and STEM support staff ensured all students had access to rigorous, standards-aligned instruction. A key success was reaching full implementation across all academic content areas, including Health Education, which had previously only seen initial implementation.

Action 2.4:This action has been effective in ensuring that services for English Learners, unduplicated students, and parents are consistently implemented and aligned with program goals. This coordination enhanced the delivery of academic and engagement supports across all school sites.

Actions 2.5:This action has been effective in helping families engage more deeply with student learning. Data shows an increase in the number of parents attending educational events, and educational partners surveyed have indicated the action is effective.

Action 2.6:This action has been highly effective in reaching the community, with district mailings reaching 100% of parents with 100% accuracy. The use of regular quarterly newsletters has also been a key tool in maintaining strong communication.

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

Action 2.2: The description on this action was changed from two-day professional learning to one-day professional learning to match contract language.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Mentoring Support to Teachers	The District commits to providing support for teachers through a powerful mentoring program. The goal of this program is to maintain a large pool of highly qualified teaching staff to further build human capacity. This commitment underscores the potential for improved student achievement throughout the District. (2101) Teacher induction TIPS (2102) Teacher Induction Mentors	$118,365.00	Yes
2.2	Provide Ongoing Training and	Ongoing training and a biannual one-day professional learning event will be provided to all staff, including the certified, classified, and management	$446,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Learning time	personnel within the District. This actions aims to bolster efficiency in addressing student needs and preserving the exemplary status of our schools and programs. Teachers are required to submit a tutorial log at the end of every month. Professional learning sessions strategically address the needs of significant student groups, especially Unduplicated students and those with disabilities. Professional learning will also be provided to staff to reduce the achievement gap of English Learners and Long-Term English Learners. EL Rise, English Language Development, and the EL Toolkit-Effective Strategies professional learning emphasizes effective approaches and strategies to be used for all English Learners, including Long-Term English Learners. Professional learning will also be provided for Dual Immersion and English Language Development within the monolingual classroom. Our objective is to work towards minimizing the prevalent achievement gaps. Also, we conduct tailored training in Social-Emotional Learning and Crisis Prevention to specifically mitigate the challenges faced by students, ultimately elevating their success rates. Spending Items: (2103) Training and Professional Learning (2104) Supplies and Services (2105) Dual Immersion Stipends		
2.3	Provide Professional Learning and	Support for professional learning and instructional coaching will be offered with the aim of augmenting teacher proficiency for instruction in accordance with State Standards. This support also aims to enhance the	$1,383,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instructional Coaching Support	learning outcomes of all students district-wide and cater to the specific needs of Unduplicated Students, especially English Learners. (2201) Maintain 6.0 FTE of Instructional Coach (2202) Maintain 3 STEM Teachers to extend elementary school day (2204) Maintain Curriculum Program staff		
2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Provide categorical programs department staff to coordinate supplemental services, English Learner, and parent education programs to improve student learning. (2203) Maintain Support Staff salaries	$263,946.00	Yes
2.5	Provide Parent Education Opportunities	Provide opportunities for meaningful parent education and training. Parent educational and training includes digital citizenship, Literacy is King workshop, and Parent Portal navigation. (2301) Maintain Parent Education program staff (2302) Maintain Parent Education materials	$36,000.00	Yes
2.6	Provide Parent Communication	Provide additional funding to enhance district/parent communication and engage parents in decision making, including parents of unduplicated count students. (3301) Printing and mailing	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was established to continue building efficient and effective systems that are innovative to better serve students. The development of Goal 3 was heavily influenced by input from a diverse range of educational partners, including teachers, students, parents, administrators, and community members.

In the rural district of Cutler-Orosi, the district serves as central hubs for the community. By creating systems that are efficient, accountable, and innovative, the district can strengthen its relationship with the community, involving parents and other educational partners more effectively in supporting student achievement.

Teachers and administrators emphasized the critical need for reliable technology that supports innovative teaching practices and enhances student engagement.

Students expressed their desire for modern tools and resources that prepare them for the challenges of higher education and the workforce.

Parents and community members advocated for equitable access to technology, ensuring that all students, regardless of background, have the same opportunities to thrive in a digital age.

This collective input has been instrumental in shaping a goal that not only meets current needs but also anticipates future demands. To create opportunities for our students to become College and Career Ready and compete in a global economy, the district must lead by example with innovative approaches to managing our organization. This includes improving and maintaining state-of-the-art facilities, providing access to modern technology, and developing powerful new ways to analyze data and District budgets to make the best decisions for our students.

COJUSD has maintained goal 3 to ensure systems are developed to ensure efficient and effective technological infrastructure and devices providing a 21st century learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District infrastructure (Source: IT Report)	Implementation of upgrade Firewall system: Partial Implementation Wi-Fi 6 AX wireless Networks: Partial Sustain access points	Implementation of upgrade Firewall system: Full Implementation Wi-Fi 6 AX wireless Networks: Full Sustain access points	Implementation of upgrade Firewall system: Full Implementation Wi-Fi 6 AX wireless Networks: Full Sustain access points	Implementation of upgrade Firewall system: Full Implementation Wi-Fi 6 AX wireless Networks: Full Sustain access points	No difference in data
3.2	Upgraded services, new devices and or new software (Source: IT Report)	Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation	Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation Full Implementation	Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation	Student replacement devices: Sustain Implementation Implementation of student charging carts: Full Implementation Implemented management license for student devices: Full Implementation	No difference in data
3.3	School & District facilities are maintained in good repair.	100% of district schools and facilitates meet the "Good" repair standard	100% of district schools and facilitates meet the	100% of district schools and facilitates meet the	100% of district schools and facilitates meet the	No difference in data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: School Accountability Report Cards)		"Good" repair standard	"Good" repair standard	"Good" repair standard	
3.4	Data systems to maintain accurate data reporting (District Annual Evaluation and LCAP Report)	Students Information system reflects 100% accuracy data for all student groups. 100% of al required CALPADS data certifications are completed within the submission windows. (Year 2023-2024)	Students Information system reflects 100% accuracy data for all student groups. 100% of all current required CALPADS data certifications are completed within the submission windows. time. (Year 2024-2025)	Students Information system reflects 100% accuracy data for all student groups. 100% of all current required CALPADS data certifications are completed within the submission windows. time. (Year 2024-2025)	Students Information system reflects 100% accuracy data for all student groups. 100% of al required CALPADS data certifications are completed within the submission windows. time.	No difference in data

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Cutler-Orosi Joint Unified School District successfully achieved full implementation of all planned actions under Goal 3 during the prior year, meeting the primary goal of providing a safe, secure, and technologically advanced learning environment. There were no substantive differences between the planned actions and the actual implementation of these initiatives, as every project from infrastructure hardening to data accuracy was executed as intended to ensure all students and staff had access to high-quality facilities and digital resources.

The district experienced significant successes, especially with the transition of the firewall and Wi-Fi 6 AX wireless networks from partial to full implementation, which resulted in improved network speed and security across all sites. The district also maintained consistent digital equity by ensuring all student device replacement cycles and management licenses remained fully operational, thereby removing barriers to instruction and state assessments. Facilities also remained a point of strength, with 100% of district schools earning a "Good" rating on the School Accountability Report Cards, while the data management team achieved 100% accuracy in student group reporting and met all state-mandated CALPADS certification deadlines.

While the district met all its targets, the implementation process involved navigating the technical complexity of migrating to the Wi-Fi 6 AX standard without disrupting daily classroom instruction. This required precise scheduling and coordination to ensure that network upgrades did not interfere with the learning environment. Additionally, the district addressed the ongoing challenge of hardware maintenance by adhering to a rigorous replacement schedule to prevent potential access gaps as older devices reached their end-of-life. Despite these operational demands, there were no substantive differences between the planned actions and actual implementation, as all budgeted activities were completed on schedule and resulted in a 100% success rate across all Goal 3 metrics.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 3 Actions:
Goal 3, Action 3.1: No material differences were observed for this action.
Goal 3, Action 3.2: No material differences were observed for this action.
Goal 3, Action 3.3: No material differences were observed for this action.

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

The analysis of data related to Goal 3 confirms that the specific actions implemented by the Cutler-Orosi Joint Unified School District have been highly effective in making progress toward maintaining and upgrading critical infrastructure, facilities, and data systems.
Action 3.1, which focused on providing instructional and operational technology, proved effective by supporting the successful upgrade to Wi-Fi 6 AX wireless networks and a districtwide firewall system, moving these components from partial to full implementation and ensuring reliable digital access. Action 3.2 was effective in addressing facility and enrichment needs through increased custodial staffing and hardware support, resulting in 100% of students having access to high-quality instructional technology and ensuring all district facilities met the "Good" repair standard as verified by the School Accountability Report Cards.
Action 3.3 demonstrated effectiveness in data management by funding Data Specialists who ensured 100% accuracy in student information systems and timely CALPADS certifications.

These actions have demonstrated significant effectiveness to date, as evidenced by the district meeting all Year 2 targets and sustaining a safe, technologically advanced learning environment without any areas of identified ineffectiveness.

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

Since the current goal, outcomes, metrics, and associated actions have demonstrated effectiveness over the past three years, no adjustments are required at this time. The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide Instructional and Operational Technology	Provide instructional and operational technology for all students.Maintain and support technology systems to ensure students and employees access to effective technology to support the District's goals. (3101) Maintain 3 Tech Support (3102) Enhance and/upgrade infrastructure (3103) Technology Site Allocations and Teacher Laptop Upgrades (3110) Student Technology Upgrades	$993,688.00	Yes
3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Continue to provide adequate facilities to promote positive school culture and pride. Additional intervention and enrichment activities require more drivers and attention to facilities. The additional custodians provide transportation and attention to facilities. Continue enhancing facilities to support 21st century learning for approximately 95% of students that are unduplicated. (3104) Maintain 5 additional custodians to maintain, clean and sanitize learning facilities (3105) Provide facility repairs per Williams Settlement (3106) Maintain Site Supplies for improvements (3107) Equipment to maintain fields & facilities (3109) Upgrade and maintain facilities	$5,128,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Support the Collection and Analysis of Student Achievement Data	Support the implementation of technology for learning and the collection and analysis of student achievement data (3401) Maintain Data Specialists	$147,992.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Utilizing Concentration funds to increase staff and provide direct services to Foster Youth, English Learners and Low Income students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Additional personnel is needed to better provide for the needs of Unduplicated Pupils. The increased staff provides for an increased staff to student ratio thus, enabling the district personnel to deliver direct services to more students.

The need for additional personnel was strongly supported by feedback from various educational partners, including teachers, administrators, parents, and community members.

Teachers and school staff emphasized the challenges of addressing the individual needs of Unduplicated Pupils within the constraints of existing staff levels. They highlighted how increasing personnel would enable more focused attention on each student, particularly those who require additional academic and emotional support.

Parents and community members echoed these concerns, advocating for more resources to ensure that every student, especially those at a disadvantage, receives the personalized attention necessary for success.

By increasing the number of personnel, COJUSD aims to create a more supportive and responsive educational environment. A lower staff-to-student ratio allows for more direct interaction between students and educators, counselors, and support staff, leading to better identification of student needs and more timely interventions. This is particularly crucial for Unduplicated Pupils, who often face additional barriers to academic success.

With more staff on hand, the District can offer tailored academic support, social-emotional counseling, and other critical services that address the specific challenges these students face.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of all positions funded with Concentration Add-On funds will be filled.	100%	100%	100%	100%	No difference in data

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

By successfully filling all roles funded by Concentration Add-On grants, COJUSD met its long-term staffing goals for Metric 4.1. These positions remain dedicated to supporting English Learners, low-income students, and foster youth.

While the district hit its 100% hiring target, the focus has now shifted toward long-term stability. To prevent turnover and ensure high-quality service, COJUSD is prioritizing professional development, mentorship, and sustainable recruitment systems.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 4 Action:
Goal 4, Action 4.1: No material differences were observed for this action.

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

This action proved effective by lowering staff-to-student ratios, which allowed for faster, more personalized academic and emotional interventions. By sustaining a full workforce in these vital roles, the district enhanced its responsiveness and provided targeted support to students navigating systemic barriers to success.

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

Since the current goal, outcomes, metrics, and actions have demonstrated effectiveness currently for year 2, no adjustments are required at this time. The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	This action aims to deliver direct services to Unduplicated students through the enhancement of full-time equivalent (FTE) personnel including: teachers, physical education instructors, music educators, instructional aides, behavior intervention technicians, a Lovell librarian, campus security personnel, a campus security/CTE driver, a Family Education Center outreach aide, workforce development specialists, board-certified behavior analysts, and custodians.	$2,678,109.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, All English Learners, Hispanic, and Socio-Economically Disadvantaged Students at Lovell High School will show growth on the College and Career Indicators and will decrease suspension for English Learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

English Learners (EL), Hispanic, and Socio-Economically Disadvantaged (SED) students often face significant barriers to academic success. By specifically targeting these groups, the LEA aims to address and close achievement gaps, ensuring equitable access to education and opportunities for all students.

The California Dashboard data shows that at Lovell High School, all students, including specific subgroups (English Learners, Socioeconomically Disadvantaged, and Hispanic students), are performing in the RED category for College and Career Indicators. Additionally, English Learners are in the RED category for Suspension rates. The RED category indicates the lowest performance level, signaling an urgent need for improvement. The focus on growth in College and Career Indicators suggests an emphasis on preparing students for success after high school.

This goal aligns with broader educational goals of ensuring students are ready for higher education or the workforce.

The goal reflects input from the community, parents, educators, and other educational partners who are invested in the achievement of all students. Parents and Community Members expressed concern about the lack of college and career readiness among these student groups. Teachers also provided insight into the challenges these students face in the classroom and potential strategies for improvement. Students shared their experiences and barriers to accessing college and career opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Lovell High School College and Career Indicator Source: CA Dashboard	Dashboard Status Results for All Students group- Very Low Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-0% Prepared Hispanic-0% Prepared Socioeconomically Disadvantaged-0% Prepared English Learners-0% Prepared (2023 Dashboard)	Dashboard Status Results for All Students group-Orange Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-7% Prepared Hispanic-7.1% Prepared Socioeconomically Disadvantaged-7% Prepared English Learners-3.6% Prepared (2024 Dashboard)	Dashboard Status Results for All Students group-No Performance Color Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-Data Unavailable * Hispanic-Data Unavailable * Socioeconomically Disadvantaged-Data Unavailable * English Learners-Data Unavailable * (2025 Dashboard)	Dashboard Status Results for All Students group-Yellow Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student-30% Prepared Hispanic-30% Prepared Socioeconomically Disadvantaged-30% Prepared English Learners-20% Prepared	Dashboard Status Results for All Students group-No performance color to compare Percentage of graduates at the "Prepared" level on the College/Career Indicator All Student: Data Unavailable Hispanic: Data Unavailable Socioeconomically Disadvantaged:Data Unavailable English Learners: Data Unavailable
5.2	Suspension Rate Source: CA Dashboard	Dashboard Performance Results for All Students group-Orange Percentage of students with at least one suspension during the school year	Dashboard Performance Results for All Students group-Red Percentage of students with at least one	Dashboard Performance Results for All Students group-Red Percentage of students with at least one	Dashboard Performance Results for All Students group-Green Percentage of students with at least one	Dashboard Performance Results for All Students group-decreased Percentage of students with at least one

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students-12.1% Hispanic-12.4% Socioeconomically Disadvantaged-11.8% English Learners-14.3%	suspension during the school year All Students-12.1% Hispanic-11.5% Socioeconomically Disadvantaged-13.1% English Learners-11.8% Long-Term English Learners:12.5% (2024 Dashboard)	suspension during the school year All Students-14.1% Hispanic-13% Socioeconomically Disadvantaged-14.1% English Learners-17.5% Long-Term English Learners:17.9% (2025 Dashboard)	suspension during the school year All Students-6.1% Hispanic-6.4% Socioeconomically Disadvantaged-5.8% English Learners-7.3%	suspension during the school year All Students: 2% increase Hispanic: .5% increase in suspensions Socioeconomically Disadvantaged: 2.3% increase in suspensions English Learners-3.2% increase in suspensions

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-2026 school year, the implementation of Actions 5.1 and 5.3 were successful. The district sustained initiatives focused on student learning, staff development, and family engagement, with no major deviations from the planned actions.

Action 5.2
One challenge was continuing to implement Edynamic platform at Lovell High School. Students struggled with completing the online pathway and academy courses. Senior voice sessions revealed that students need to have hands on learning experiences.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 5 Actions:
Goal 5, Action 5.1: Expenditures will be spent by the end of the fiscal year.
Goal 5, Action 5.2: The district did not move forward with using Edynamic which resulted in zero expenditures.

Goal 5, Action 5.3: No material differences were observed for this action.

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

During the 2025-2026 school year, Actions were implemented to improve college and career readiness and reduce suspension rates among students at Lovell High School. These actions were aligned to address the needs of historically underserved student groups, including Hispanic, Socioeconomically Disadvantaged, and English Learner populations.

Action 5.1 – Individualized Support
This action was effective. Although data was unavailable on the CA Dashboard, student voice, internal data chats, and community input spoke about the support students recieved and the positive impact recieved from the Parent-Student Advocate. Although suspension rates increased slightly, the individualized support services provided by the Student Parent Advocate positively impacted both academic and behavioral outcomes based on impact.

Action 5.2 – Online CTE Pathway Program
This action was also not ineffective. The second year of implementation of the Online Learning Platform (eDynamic Learning) did not yield the desired results as students struggled accessing the platform.

Action 5.3 – Supplemental Materials and Supplies
This action supported the successful implementation of the online CTE platform.

Overall, the combination of academic support, expanded course access, and targeted interventions was effective in producing progress toward the district's goal.

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

Based on reflections from prior practice and implementation outcomes during the 2025–2026 school year, the district made revisions to Action 5.2 for the coming year. Specifically, funds previously allocated for the eDynamic Learning online CTE platform will instead be redirected to provide targeted intervention support services for students at Lovell High School. This change was made after evaluating implementation challenges and gathering feedback from students, staff, and educational partners.

While Actions 5.1 and 5.3 were successfully implemented and positively supported student learning, behavior, and engagement, the district determined that the online CTE pathway program under Action 5.2 did not produce the desired outcomes. Students experienced ongoing difficulties accessing and completing courses through the eDynamic platform, and senior student voice sessions revealed a strong preference for more hands-on, interactive learning opportunities rather than online coursework.

As a result of these reflections, the district will revise the action to prioritize direct intervention and individualized student support services aimed at improving academic achievement, engagement, graduation readiness, and behavioral outcomes for historically underserved student groups, including Hispanic, Socioeconomically Disadvantaged, and English Learner students. No significant changes were made to

the overall goal, metrics, or target outcomes; however, the modification to Action 5.2 reflects the district's commitment to continuously improving programs and aligning resources to strategies that better meet student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Individualized Support	Provide individualized support to students to help focus on learning. This action aims to address the low college and career readiness indicators and reduce suspension rates by providing targeted support that helps students focus on learning and improve their overall academic and behavioral outcomes. Student Parent Advocate	$112,938.00	No
5.2	Targeted Intervention Support	The district will provide targeted intervention support services to improve academic achievement, student engagement, graduation readiness, and social-emotional well-being for students identified as at risk of academic failure or disengagement. Intervention services will include individualized academic support, credit recovery assistance, progress monitoring, mentoring, behavioral interventions, and coordination of student and family supports. These services are principally directed toward and effective in meeting the needs of unduplicated pupils, including English Learners, Socioeconomically Disadvantaged students, and Foster Youth, by addressing barriers to learning and increasing access to personalized support systems. Through targeted interventions, the district aims to improve attendance, course completion, graduation rates, college and career readiness, and reduce suspension rates while promoting meaningful student engagement and connectedness to school.	$15,000.00	No
5.3	Supplemental Material and Supplies	Supplemental education materials to guarantee the thorough execution of the online platform for CTE and pathway courses.	$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
		(5103) Supplemental Materials and Supplies		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, Community Day School will create opportunities for students to participate in school projects designed to build school connectedness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

COJUSD developed the goal, "Within three years, Community Day School will create opportunities for students to participate in school projects designed to build school connectedness," to address specific needs identified among the student population and to promote a more supportive and inclusive school environment. Community Day School serves students who have been removed from traditional educational settings. This unique position underscores the importance of creating a supportive and inclusive environment for these students who may have struggled with school connectedness in the past.
The goal to create opportunities for student participation in school projects was identified for focused attention through a comprehensive needs assessment. This process revealed that CDS students particularly benefit from initiatives that promote engagement and a sense of belonging, given their previous experiences with school disconnection. In developing this goal, COJUSD engaged in consultation with educational partners. This collaborative approach involved input from teachers, administrators, parents, students, and community members. Their insights and feedback were instrumental in shaping a goal that addresses the specific needs of CDS students while aligning with broader district objectives for student success and well-being.This goal aims to foster a sense of belonging and engagement among students, which is critical for their academic and social-emotional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Local Survey measuring school connectedness and belonging	Baseline will be established upon analysis of survey results and measure the level of student school connectedness and belonging.	83.3% of Students at CDS feel connected to school 66.7% of Students have at least one	50% of Students at CDS feel connected to school 25% of Students have at least one	85% of Students at CDS feel connected to school 80% of Students have at least one	33.3% decrease in CDS students feeling disconnected to school 41% decrease in CDS students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			adult they can talk to at school	adult they can talk to at school (2025-2026)	adult they can talk to at school	having at least one adult they can talk to at school

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-2026 school year, there were no substantive differences between the planned actions outlined in Goal 6 and their actual implementation.

6.1-The District will provide Opportunities for School Connectedness: This action was fully implemented as the district provided opportunities for school connectedness through school projects and provided students with meaningful, hands-on learning experiences. The action was successful as it provided an opportunity for students to be involved in the school culture. Students showed interest in projects they had not been exposed to at a comprehension setting.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 6 Action:
Goal 6, Action 6.1: Material differences due to lower enrollment at CDS and the need to not purchase as much materials.

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

6.1- Opportunities for school connectedness through school projects-The actions taken to improve student connectedness have shown to be effective. Although the the schools data appears to have decreased significantly, there are 50% less students are CDS than the previous year. There were 4 student who took the survey in the 2025-2026 school year.

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

The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Provide Opportunities for School Connectedness	By providing opportunities for school connectedness through school projects, the District aims to create a nurturing and inclusive environment where students can engage in meaningful, hands-on learning experiences. These projects promote a sense of community, enhance social-emotional well-being, and foster a connection to the natural world, ultimately contributing to the overall development and success of the students. Services & Contacts Material and Supplies Aux Pay for Certificated Staff Aux Pay for Classified Staff	$50,691.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within three years, Esperanza will reduce the achievement gap by providing targeted instructional support aimed at improving student performance across academic areas. This goal will be accomplished by implementing differentiated instructional strategies, offering additional tutoring and intervention programs, and providing professional development for staff focused on best practices for addressing diverse learning needs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

COJUSD developed the goal "Within three years, Esperanza will reduce the achievement gap by providing instructional support" to address specific educational challenges and ensure equitable academic success for all students.

This goal reflects a strategic commitment to closing the achievement gap and enhancing instructional practices to better support diverse learners.

This goal was identified through a comprehensive analysis of student performance data, which revealed persistent disparities in achievement among different student groups, particularly low-income students and English Language Learners. By collaborating closely with educational partners—including teachers, parents, and students—COJUSD recognized the need for a focused approach to closing these gaps.

Feedback from these partners highlighted the importance of targeted instructional support and the need for differentiated teaching strategies to meet the diverse needs of our student population.

The goal reflects a strategic commitment to closing the achievement gap by enhancing instructional practices, providing additional resources, and fostering an inclusive learning environment where all students have the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Attendance Rates Source: COJUSD Attendance Report	All Student 67.32% Attendance Percentage (2023-2024)	All Student 82.3% Attendance Percentage (2024-2025)	All Student 88.67% Attendance Percentage (2025-2026)	All Student 75% Attendance Percentage	Increase of 6.37% in attendance rate
7.2	Local Assessments Source: Reading Assessment	Percentage of students reading at the performance level Advanced: 0% Proficient: 29% Basic: 14% Below Basic: 57% (2023)	Percentage of students reading at the performance level Advanced: 0% Proficient: 34% Basic: 16% Below Basic: 50% (2024)	Percentage of students reading at the performance level Advanced: 18% Proficient: 10% Basic: 27% Below Basic: 45% (2025)	Percentage of students reading at the performance level Advanced: 10% Proficient: 50% Basic: 10% Below Basic: 30%	Percentage difference of students reading at the performance level Advanced: 18% Increase Proficient: 19% decrease Basic: 13% increase Below Basic: 12% improvement
7.3	Local Assessment Source: Star Math	Baseline will be established upon analysis of math assessment data.	Percentage of students at the grade level math performance level Advanced: 0% Proficient: 17% Basic: 0% Below Basic: 83% (2024)	Percentage of students reading at the performance level Advanced: 22% Proficient: 11% Basic: 11% Below Basic: 55% (2025)	Percentage of students at the grade level math performance level Advanced: 0% Proficient: 20% Basic: 50% Below Basic: 30%	Percentage difference of students reading at the performance level Advanced: 22% Increase Proficient: 16% decrease Basic: 11% increase Below Basic: 28% improvement

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-2026 school year, there were no substantive differences between the planned actions outlined in Goal 7 and their actual implementation.

7.1-Provide intervention services to students at Esperanza.: This action was fully implemented as the district provided an instructional aide to provide intervention support for students attending Esperanza school.

There were no particular challenges nor successes with Action Implementation.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 7 Actions:
Goal 7, Action 7.1: Slight material difference resulting from new employee.

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

7.1- Literacy and Math Intervention-The actions taken to provide literacy and math intervention have shown to be effective. Metric data shows improvement in scores as well as increase in attendance. This action was successful in providing students with the opportunity of additional support.

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

Since the current goal, outcomes, metrics, and associated actions have demonstrated effectiveness over the past year, no adjustments are required at this time. The district will continue to monitor performance and maintain implementation fidelity to ensure continued success for all students, particularly Unduplicated Pupils and those with additional needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Literacy and Math Intervention	Provide intervention services to students at Esperanza. Support to students will be provided through small group instructional and one-on-one support. Instructional Aide	$64,126.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Support the long-term academic achievement and well-being of all students by addressing learning loss, enhancing mental health services, ensuring a safe and supportive environment, investing in human capacity, and developing efficient, accountable, and proactive systems to accelerate academic growth.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Cutler-Orosi Joint Unified School District developed this goal in response to the lasting academic and social-emotional impact of the COVID-19 pandemic on students. The district recognized that in order to recover from pandemic-related learning loss and support long-term student success, a comprehensive approach was needed—one that not only addressed academic gaps but also strengthened the systems and supports essential to whole-child development. The goal—to support the long-term academic achievement and well-being of all students by addressing learning loss, enhancing mental health services, ensuring a safe and supportive environment, investing in human capacity, and developing efficient, accountable, and proactive systems to accelerate academic growth—was designed to support students and staff. Research from the Annenberg Institute at Brown University and McKinsey & Company confirms that targeted interventions such as high-dosage tutoring and early literacy support are among the most effective strategies for mitigating learning loss, particularly for historically underserved student groups. Additionally, evidence from the CDC and CASEL highlights the critical role of mental health services and social-emotional learning in promoting student engagement and readiness to learn. The implementation of Multi-Tiered Systems of Support (MTSS) and a focus on positive school climate are also grounded in research demonstrating their effectiveness in improving both academic and behavioral outcomes.

Student performance data indicated that many students, especially English Learners, Low-Income students, Foster Youth, and Students with Disabilities, experienced setbacks in academic progress during and after the pandemic. This goal prioritizes interventions, tutoring, and early literacy supports to accelerate learning recovery. COJUSD students continue to show needs in social-emotional health, as reflected in school climate surveys and counseling data. The goal supports the expansion of counseling services, implementation of Multi-Tiered Systems of Support (MTSS), and mental wellness programs across grade levels. This goal will also help to ensure students feel safe, connected, and supported is essential for engagement and achievement. This goal supports professional development, expanded staffing, and capacity-building strategies that strengthen instructional quality and support services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Smarter Balanced Results Distance from Standard (DFS) in ELA (Source: CA Dashboard)	All: -29.2 SED: -31.5 SWD: -103.4 EL: -63.4 LTEL:-101.9 Hispanic: -31.1 Filipino: 38.7 Foster Youth: -80.2 Homeless: -81.7 * = Data Unavailable (Year: 2023-2024)		All: -21.8 SED: - 23.3 SWD: -87.6 EL: -54.7 LTEL: -102.4 Hispanic: -22.7 Filipino: 19.8 Foster Youth: -110.9 Homeless: -77.4 (Year 2024-2025)	All: 9.2 SED: 1.5 SWD: 3.4 EL: 3.4 LTEL:-30.9 Hispanic: 1.1 Filipino: 58.7 Foster Youth: -40.2 Homeless: -31.7 * = Data Unavailable	ALL: 11.6 point increase SED: 12.6 point increase SWD: 24.2 point increase EL: 10.2 point increase LTEL:- 0.5 point decrease Hispanic: 12.1 point increase Filipino: 5.1 point increase Foster Youth: -54.5 point decrease Homeless: -13.1 point decrease
8.2	Smarter Balanced Results Distance from Standard (DFS) in Mathematics (Source: CA Dashboard)	All: -75.8 SED: -78.4 SWD: -135.5 EL: -101.1		All: -67.4 SED: -69.2 SWD: -124.2 EL: -88.9	All: -35.8 SED: -38.4 SWD: -75.5 EL: -51.1	All: 12 point increase SED: 12.3 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: -164.6 Hispanic: -76.9 Filipino: -21.6 Foster Youth: -163.9 Homeless: -129.3 (Year: 2023-2024)		LTEL: -165.5 Hispanic: -68.4 Filipino: -29.8 Foster Youth: -123.5 Homeless: -102.1 (Year 2024-2025)	LTEL: -84.6 Hispanic: -26.9 Filipino: 0.6 Foster Youth: -83.9 Homeless: -79.3	SWD: 15.2 point increase EL: 14 point increase LTEL: -0.9 decrease Hispanic: 12.1 point increase Filipino: -1.8 point decrease Foster Youth: -39.6 point decrease Homeless: -1 point decrease
8.3	Percentage of English Learners who progress in English Proficiency (CA Dashboard)	42.1% making progress toward EL Proficiency (Year: 2023-2024)		42% making progress toward EL Proficiency (Year: 20243-2025)	62.1% making progress toward EL Proficiency	1.7% increase in making progress toward EL Proficiency
8.4	English Learner Reclassification Rate (Source: CALPADS)	11.6% (Year: 2023-2024)		9.8% (Year: 2024-2025)	21.6%	4.2% increase
8.5	Chronic absenteeism rates (Source: Dashboard)	All: 11.9% SED: 12% SWD: 19.1%		All: 9% SED: 9.3% SWD: 15.8%	All: 5.9% SED: 6% SWD: 9.1%	All: 9.4% decrease in student chronic absenteeism rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL:10.7 % LTEL: 18.4% Hispanic: 12% Filipino:5.8 % Foster Youth: 18.8% Homeless: 19.5% (Year: 2023-2024)		EL: 8.8% LTEL: 17.5% Hispanic: 9% Filipino: 1.7% Foster Youth: - Homeless: 15.5% (Year 2024-2025)	EL:5.7 % LTEL: 6.4% Hispanic: 6% Filipino:2.8 % Foster Youth: 5.8% Homeless: 5.5%	SED: 9.3% decrease in student chronic absenteeism rates SWD: 11.5% decrease in student chronic absenteeism rates EL: 9.2% decrease in student chronic absenteeism rates LTEL: 0.9% decrease in student chronic absenteeism rates Hispanic: 9.6% decrease in student chronic absenteeism rates Filipino: 7% decrease in student chronic absenteeism rates Foster Youth: 14.6%% increase in student chronic absenteeism rates Homeless: 7.2% decrease in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						student chronic absenteeism rates
8.6	Sense of school connectedness (Source: CA Healthy Kids Survey)	5th Grade: 78% of students feel a sense of school connectedness 7th Grade: 43% of students feel a sense of school connectedness 9th Grade: 44% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness (Year: 2024-2025)		5th Grade: 71% of students feel a sense of school connectedness 7th Grade: 58% of students feel a sense of school connectedness 9th Grade: 54% of students feel a sense of school connectedness 11th Grade: 52% of students feel a sense of school connectedness (Year: 2025-2026)	5th Grade: 85% of students feel a sense of school connectedness 7th Grade: 75% of students feel a sense of school connectedness 9th Grade: 75% of students feel a sense of school connectedness 11th Grade: 75% of students feel a sense of school connectedness	5th Grade: 6% decrease in the % students that feel a sense of school connectedness 7th Grade: 12% increase in the % students that feel a sense of school connectedness 9th Grade: 12% increase in the % students that feel a sense of school connectedness 11th Grade: 3% increase in the % students that feel a sense of school connectedness

Goal Analysis [2025-26]

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

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

Implementation of Goal 8 during the 2025–2026 school year focused on supporting the long-term academic achievement and well-being of students through targeted academic interventions, expanded behavioral and social-emotional supports, professional development, and improved systems for monitoring student progress. Overall, the district successfully implemented the majority of planned actions and made progress toward addressing learning loss, improving attendance, strengthening school connectedness, and increasing academic support

services for students.The district implemented targeted academic tutoring and intervention supports to address learning gaps in reading, writing, and mathematics through before-school, after-school, and intersession opportunities. Assessment and progress monitoring systems were utilized to identify student needs and adjust instruction accordingly. Early academic intervention and preschool readiness services were also expanded to support early literacy, language development, and social-emotional growth for preschool-aged children entering the K–12 system. Professional development and instructional coaching were implemented to strengthen instructional practices, improve differentiation strategies, and increase support for English Learners, Students with Disabilities, and other unduplicated student groups. Instructional coaches and consultants provided job-embedded support, collaborative planning opportunities, and guidance in curriculum implementation. Additionally, bilingual aides and behavior intervention staff were added to support behavioral, social-emotional, and trauma-informed services across school sites. These supports strengthened implementation of PBIS, SEL strategies, and MTSS systems while improving communication and support for students and families.The district also implemented assessment and benchmarking systems to monitor student progress and guide instructional decision-making. Diagnostic and formative assessment tools were used to identify learning gaps, support timely interventions, and evaluate the effectiveness of academic programs.

Several successes were experienced during implementation. Academic data showed improvement in Smarter Balanced Distance from Standard scores in English Language Arts, with overall student performance improving from -29.2 to -21.8, English Learners improving from -63.4 to -54.7, and Students with Disabilities improving from -103.4 to -87.6. In Mathematics, overall student performance improved from -75.8 to -67.4, English Learners improved from -101.1 to -88.9, and Students with Disabilities improved from -135.5 to -124.2.

Chronic absenteeism rates also decreased across most student groups. Overall chronic absenteeism declined from 11.9% to 9%, English Learner absenteeism decreased from 10.7% to 8.8%, and Hispanic student absenteeism decreased from 12% to 9%. School connectedness data demonstrated improvement for secondary students, with 7th grade increasing from 43% to 58%, 9th grade increasing from 44% to 54%, and 11th grade increasing from 49% to 52% of students reporting a sense of school connectedness.

Challenges during implementation included ongoing staffing needs, addressing the significant academic needs of students impacted by learning loss, and continuing to improve outcomes for specific student groups such as Long-Term English Learners, Foster Youth, and homeless students. Data showed that Long-Term English Learners in ELA slightly declined from -101.9 to -102.4 Distance from Standard, while Foster Youth remained significantly below standard in both ELA (-110.9) and Mathematics (-123.5). Additionally, some implementation timelines required adjustments due to staffing availability and the increased need for behavioral and mental health supports throughout the school year.

Overall, implementation of Goal 8 strengthened district systems and supports designed to accelerate academic recovery, improve student wellness, and increase equitable access to academic and social-emotional resources for all students.

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

The following is a summary of the 2025-2026 estimated expenditures for Goal 8 Actions:
Goal 8, Action 8.1: Material difference were noted due to expanded intervention services and additional staffing and supports needed to address student academic and behavioral needs.
Goal 8, Action 8.2: Material differences were noted due to adjustments in staffing and service implementation timelines

Goal 8, Action 8.3: Material difference in reduction resulted from modifications to professional development opportunities and reduced contracted coaching services during the school year
Goal 8, Action 8.4: Material difference adjustments in service delivery throughout the year due to new staff.
Goal 8, Action 8.5: Material difference due to the purchase and implementation of additional assessment tools and progress monitoring systems to better support data-driven instruction and intervention efforts.

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

Action 8.1 – Targeted Academic Tutoring and Intervention Support
This action has been effective in supporting progress toward improving academic achievement in English Language Arts and Mathematics. Smarter Balanced ELA Distance from Standard (DFS) improved for All Students from -29.2 to -21.8, English Learners from -63.4 to -54.7, and Students with Disabilities from -103.4 to -87.6. Mathematics DFS also improved for All Students from -75.8 to -67.4, English Learners from -101.1 to -88.9, and Students with Disabilities from -135.5 to -124.2. These improvements indicate that tutoring, intervention services, and expanded learning opportunities are helping address learning loss and strengthen foundational academic skills. However, Long-Term English Learners and Foster Youth continue to perform significantly below standard, demonstrating a continued need for targeted intervention and progress monitoring.

Action 8.2 – Early Academic Intervention and School Readiness Support
This action has shown effectiveness in supporting early learning development and English language acquisition. The percentage of English Learners making progress toward English proficiency increased from 42.1% to 42.8%, demonstrating modest growth. Additionally, the district's emphasis on early literacy and preschool readiness supports aligns with improvements in overall ELA performance across multiple student groups. Continued implementation of preschool intervention services and early learning opportunities is expected to further strengthen foundational skills for incoming students.

Action 8.3 – Professional Development and Instructional Coaching for Educator Effectiveness
This action has been effective in strengthening instructional practices and supporting improved student outcomes. Gains in both ELA and Mathematics DFS among English Learners, socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities suggest that professional development, instructional coaching, and data-driven instructional strategies have positively impacted classroom instruction. The district's focus on evidence-based instructional strategies and supports for unduplicated pupils contributed to measurable academic improvement. While progress was demonstrated, continued support for teachers and instructional staff remains necessary to address persistent achievement gaps among Long-Term English Learners and Foster Youth.

Action 8.4 – Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff
This action has been effective in improving student engagement, attendance, and school connectedness. Chronic absenteeism rates improved across most student groups, including All Students decreasing from 11.9% to 9%, English Learners from 10.7% to 8.8%, and Hispanic students from 12% to 9%. School connectedness also improved for secondary students, with 7th grade increasing from 43% to 58%, 9th grade increasing from 44% to 54%, and 11th grade increasing from 49% to 52%. These improvements demonstrate that expanded behavioral supports, PBIS implementation, bilingual staff support, and trauma-informed practices have positively impacted school climate

and student engagement. However, 5th grade school connectedness declined from 78% to 71%, indicating an area requiring additional attention and support.

Action 8.5 – Assessment and Benchmarking Systems to Monitor Student Progress
This action has been effective in supporting data-driven decision-making and identifying student learning needs. Districtwide use of diagnostic and progress monitoring assessments allowed staff to provide timely interventions and instructional adjustments that contributed to improvements in ELA and Mathematics outcomes. The use of assessment data supported measurable gains in academic performance and attendance outcomes across several student groups. Continued refinement of assessment practices and analysis of subgroup performance data will be important to ensure interventions remain responsive to the needs of students who continue to experience lower achievement outcomes.

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

Based on reflections from prior practice and implementation during the 2025–2026 school year, the district made revisions to several actions under Goal 8 to better align services, materials, and interventions with student needs and instructional effectiveness. No significant changes were made to the overall goal, metrics, or target outcomes; however, refinements were made to actions and descriptions to strengthen implementation and improve student outcomes.

For Action 8.1, the district revised the description of the action to include additional instructional and intervention materials to support targeted academic tutoring and intervention services. The district also expanded the use of IMSE resources to include IMSE and other intervention materials designed to support literacy development and differentiated student support. In addition, assessment materials and diagnostic tools will be utilized to determine the effectiveness of interventions, monitor student progress, and inform instructional decision-making. The description of the action was also changed to add students who are not yet meeting grade-level standards in academic or language proficiency for clarity.

For Action 8.2, the description of the action was changed to add Students will also be provided with increase access to school libraries due to expiration of the Innovative Approach to Literacy Grant funds.

For Action 8.3, the description of the action was changed from Dual Immersion Coach to Instructional Coach(es) based on CAASPP results to support academic proficiency of students.

For Action 8.5, the district revised the action to strengthen the use of assessment, diagnostic, and progress-monitoring systems to better align intervention services with core instruction. These revisions will support data-driven instructional practices, allow staff to monitor student growth more effectively, and ensure interventions are responsive to identified student learning needs.

These changes reflect the district's ongoing commitment to continuous improvement and the use of student performance data, staff feedback, and educational partner input to refine programs and services for unduplicated pupils and other students in need of additional academic support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Targeted Academic Tutoring and Intervention Support	Provide tutoring and academic intervention services and materials to support students who are not yet meeting grade-level standards in either academic or language proficiency. Tutoring will focus on foundational skills in reading, writing, and mathematics in the elementary and credit deficiency in the secondary. Progress monitoring and data will be used to adjust instruction and maximize student growth. Use assessment data for diagnostic and progress monitoring of student achievement. Provide opportunities for students to recover learning loss before/after school and during intersessions. IMSE subscriptions and other invention materials Other instructional/intervention materials Assessment: diagnostic & progress monitoring Auxiliary pay for planning and providing intervention LREBG: $135,000 Metrics to Measure Progress: 8.1, 8.2, 8.3	$135,000.00	No
8.2	Early Academic Intervention and School Readiness Support	Provide early intervention services for preschool-aged children to support school readiness and early learning development. Services will include targeted support in early literacy, numeracy, language development, and social-emotional skills. Ongoing screening and progress monitoring will be used to inform instruction and ensure children enter kindergarten prepared to learn. Students will also be provided with increase access to school libraries. Full Day Preschool .5 Preschool Teacher .5 Preschool Teacher .5 Preschool Aide .5 Preschool Aide .5 Preschool Aide	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		.5 Preschool Aide Preschool Summer School Preschool Teacher, 2 aides Preschool Teacher, 2 aides Preschool Teacher, 2 aides Full time preschool teacher LREBG: $30,000 Metrics to Measure Progress: 8.1, 8.2, 8.3		
8.3	Professional Development and Instructional Coaching for Educator Effectiveness	Provide ongoing professional development and instructional coaching to support high-quality teaching and improve student outcomes. Training will focus on evidence-based instructional strategies, data-driven decision-making, differentiation, and supports for English Learners, Students with Disabilities, and other Unduplicated Pupils. Instructional coaches will offer job-embedded support, model lessons, facilitate collaborative planning, and guide implementation of curriculum and interventions. This action is designed to build teacher capacity, improve instructional consistency, and strengthen professional learning communities (PLCs) across school sites. Instructional Coach(es) Travel/Conferences Dual Immersion Consultant Contracts (CABE etc.) Consultant contracts (TCOE etc.) LREBG: $210,000 Metrics to Measure Progress: 8.1, 8.2, 8.3	$210,000.00	No
8.4	Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff	Provide targeted behavioral, social-emotional, and trauma-informed support services at the school sites through the addition of bilingual and behavior support staff. Staff will assist in implementing Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL) strategies, and trauma-informed practices to address the needs of students experiencing emotional distress, behavioral challenges, or adverse childhood experiences. Bilingual staff will help bridge communication with English Learners and families, ensuring culturally responsive support and	$215,000.00	No

Action #	Title	Description	Total Funds	Contributing
		access to mental health and academic resources. This action supports the district's multi-tiered system of support (MTSS) framework, promoting student well-being, reducing disciplinary incidents, and increasing student engagement and connectedness. Bilingual Aide Behavior Intervention Technician LREBG: $,000 Metrics to Measure Progress: 8.6		
8.5	Assessment and Benchmarking Systems to Monitor Student Progress	Implement and maintain districtwide assessment and benchmarking systems to regularly monitor student progress, identify learning gaps, and inform instruction. These tools will include universal screeners, formative and interim assessments, and diagnostic measures in core content areas such as English Language Arts, Math, and English Language Development. Data from these assessments will support timely interventions, guide instructional planning, and ensure alignment with grade-level standards. Results will be used by teachers, administrators, and support staff to track growth, adjust instruction, and evaluate the effectiveness of academic programs, with a focus on improving outcomes for students. ESGI licenses Assessment: diagnostic & progress monitoring LREBG: $3,000 Metrics to Measure Progress: 8.1, 8.2, 8.3	$3,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$20,054,111.00	$2,553,398

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
47.008%	0.000%	$0.00	47.008%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Safe and Supportive Environment (PBIS) to Engage Students **Need:** Students, particularly those from disadvantaged backgrounds such as Low-Income students, English Learners, Foster Youth, are at disproportionate risk for	This action provides English Learners, Foster Youth, and Low income students with services to students, including tiered prevention and intervention, to connect, engage and support students while providing students with a sage learning environment. By providing additional staff to reinforce on-campus Positive Behavioral Interventions and Supports (PBIS), the District aims to address the	Metric 15: Attendance Rates (Source: School Site Monthly Attendance Report) Metric 16: Chronic absenteeism rates (Source: CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experiencing trauma and need additional support through safe schools and relationship building. With school closure during the pandemic, students' needs were unable to be supported with the limited connection to staff and peer. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The California Healthy Kids Survey the school year 2022-2023 shows that: 5th Grade: 77% of students feel a sense of school connectedness 7th Grade: 46% of students feel a sense of school connectedness 9th Grade: 46% of students feel a sense of school connectedness 11th Grade: 49% of students feel a sense of school connectedness Suspension data for the district is at 4.9% and has declined over the previous years but reflects the need for additional safety measures on school campuses and the importance of Positive Behavior Instructional Supports. It is essential that students receive the necessary support to engage in a safe and positive learning environment. This focus on behavioral support is crucial for promoting comprehensive student development and	specific challenges faced by these groups. This focus on safety and support contributes to the overall aim of promoting comprehensive student development and preparing them for college. The action of providing additional staff to reinforce PBIS addresses the needs of unduplicated pupils—such as English Learners, Foster Youth, and Low-Income students—by directly targeting the barriers that impede their full engagement in the learning environment. Foster Youth and Low-Income students often face socio-economic challenges that can impact their behavior and participation in school. The additional PBIS staff can offer tailored support to these students, fostering a positive school climate and mitigating the effects of their unique challenges. Providing this action on an LEA-wide basis ensures that all students benefit from a safe and supportive learning environment. This inclusive approach not only addresses the specific needs of unduplicated pupils but also promotes a positive and cohesive school culture that benefits the entire student body. By implementing PBIS universally, the District ensures consistency in support and behavioral expectations, thereby enhancing the overall educational experience and better preparing all students for college and future success. In addition, the District recognizes that all students will benefit from this program, and therefore these supports are provided Districtwide.	Metric 17: High School dropout rates (Source: CALPADS) Metric 18: Middle School dropout rates (Source: CALPADS) Metric 19: High School graduation rates (Source: CA Dashboard) Metric 20: Suspension rates (Source: CA Dashboard) Metric 21: Expulsion rates (Source: Data Quest) Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	preparing students for college and future success.This focus on safety and support contributes to the overall aim of promoting comprehensive student development and preparing them for college. Educational partners have shared that since Cutler-Orosi is an unincorporated community with limited law enforcement resources, there is a need for School Resource Officers and a safety program. School Resource Officer have been tasked to build connections with students and take on a proactive approach in reducing behavior. Socio-economic challenges can contribute to behavioral issues and a lack of engagement in school. PBIS provides a structured and supportive environment that helps mitigate these challenges. Language barriers and cultural differences can sometimes lead to misunderstandings and behavioral issues for English Learners, low income students. PBIS helps create an inclusive environment where these students feel understood and supported. Frequent changes in living situations and schools can lead to instability and behavioral problems for Foster Youth students. PBIS provides consistency and support, helping these students feel more secure and engaged. PBIS focuses on reinforcing positive behavior and providing clear expectations and supports. This helps all students, especially those at risk, develop the social and emotional skills needed to succeed in school and beyond. By creating a positive and supportive school climate, PBIS helps increase student		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement, reduce behavioral issues, and improve academic outcomes. Engaged students are more likely to succeed academically and be prepared for college. Educational partners have expressed a strong desire to ensure that English Learners, students from low-income families, and students in foster care receive support through alternatives to suspension and feel more connected to their schools **Scope:** LEA-wide		
1.2	**Action:** Supplemental Instructional Materials **Need:** Students, particularly those from disadvantaged backgrounds such as English Learner, Low Income and Foster Youth have limited access to the necessary resources to fully engage with and master the curriculum. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. ELA (Distance from Standard, 2022-2023) SED: -35.9 EL: -64.9 Foster Youth: -56.4 Math (Distance from Standard, 2022-2023) SED: -81.5 EL: -102.9	Providing supplementary educational materials on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have equitable access to the resources they need. This inclusive approach promotes educational equity by ensuring that all students, regardless of their background, have the necessary materials to succeed academically, promoting fairness and equal opportunity. Students will use the materials to reinforce their learning. Implementing this action universally allows for the efficient allocation of resources, ensuring that all students benefit from the supplementary materials. A schoolwide approach ensures consistency in the availability and use of educational materials, fostering a supportive and cohesive learning environment.	Metric 3: Smarter Balanced Results Distance from Standard (DFS)Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS)Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 12: English Learner Reclassification Rate (Source: Dataquest)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: -83.9 Percentage of 2nd graders reading on or above grade level: EL: 27% 40.3% of English Learners making progress toward EL Proficiency By providing additional educational materials, the district ensures that all students, regardless of their background, have the tools they need to meet academic content and performance standards. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care have access to instructional materials. **Scope:** LEA-wide	In summary, the implementation of this actions supports unduplicated pupils to ensure they can fully engage with academic content and performance standards. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic success.	
1.3	**Action:** Early Education Support for children 0-5 years of Age **Need:** Ensure that young children, particularly those from disadvantaged backgrounds such as English Learners, Foster Youth, and Low-Income families, have access to high-quality early education. Unduplicated students from Cutler-Orosi do not have access to high quality early education. This happens to be the	Providing early education support on an LEA-wide basis ensures that all eligible children, including unduplicated pupils, have access to the resources they need to succeed. This ensures that early education opportunities are not limited to certain groups but are available to all, thereby promoting educational equity. By supporting early education across the board, the District can foster a community-wide culture of learning and development, benefiting all families	Metrics: 1.29 Early Language and Literacy Development (Source: DRDP Data)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified need for Cutler-Orosi Joint Unified unduplicated students. This early support is crucial for addressing developmental gaps and preparing these children for academic success from the outset. The number of students that have enrolled in preschool over the last three years has grown tremendously. Early Childhood Education Enrollment Numbers 2020-2021: 141 students 2021-2022: 158 students 2022-2023: 192 students 2023-2024: 273 students Educational partners have shared their support of early educational program district wide. Educational partners have expressed a desire to enhance the academic success of low-income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state's mandated timeline of 2025-26. By starting formal education at a younger age, students will have the opportunity to enter elementary school with stronger literacy and numeracy skills. Data also shows The Brookings Institution highlights that early childhood education helps to close the achievement gap between low-income children and their more affluent peers. Access to quality early education levels the playing field, providing low-income children with a stronger foundation for future learning.	and setting a strong foundation for future academic achievement. Implementing this action universally allows the District to allocate resources efficiently and create standardized programs that can be tailored to meet the needs of different student groups within the same framework. By addressing developmental and socio-economic challenges, the District will help ensure that all children start their educational journey on an equal footing.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Intervention for Students NOT YET AT STANDARD **Need:** English Learners, students in foster care, and students from low income families are not reaching grade-level proficiency in English and in math on state and local assessments. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Data shows the following needs for the student groups in Cutler-Orosi: ELA (Distance from Standard, 2022-2023) SED: -35.9 EL: -64.9 Foster Youth: -56.4 Math (Distance from Standard, 2022-2023) SED: -81.5 EL: -102.9 Foster Youth: -83.9 Percentage of 2nd graders reading on or above grade level: EL: 27% 40.3% of English Learners making progress toward EL Proficiency In Cutler-Orosi there are 389 students with disabilities and 369 are socioeconomically	Providing interventions on an LEA-wide basis ensures that all students who are not yet meeting academic standards receive the support they need. This ensures that interventions are available to all students in need, regardless of their background, promoting fairness and equal opportunity for academic success. It allows for the efficient use of resources and the implementation of standardized intervention programs that can be tailored to meet the diverse needs of different student groups. The action assists staff in performing in-depth analysis of individual student data to identify and target specific skills and concepts through a Multi-Tiered System of Supports (MTSS), including Tier II acceleration and intervention. Current research in the Science of Reading aligns with our instructional cycle, which emphasizes foundational literacy skills. The action provides targeted interventions for unduplicated pupils who are not yet meeting academic standards, addressing their specific challenges, and ensuring they receive the support necessary to succeed academically.	Metric 3: Smarter Balanced Results Distance from Standard (DFS) Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS) Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 25: Local Assessments: % of 2nd graders reading on and above grade level (Source: Fountas and Pinnell)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged which equates to 94.8% of Students with Disabilities as Low Income as well (CALPADS 8.1). Tailored interventions can address specific learning needs and disabilities, ensuring these students receive appropriate accommodations and support to achieve academic standards. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -111.8 and -139.4 for the math Smarter Balanced Assessment. Frequent school changes and personal instability can disrupt learning. Targeted interventions help provide continuity and support to stabilize their educational experience. By addressing the specific barriers that unduplicated pupils face, interventions help close the achievement gaps between these students and their peers, promoting equity in educational outcomes. Within educational partner feedback, a stated desire is for high-need student groups (English Learners, students in foster care, and students from low income families) to be at grade-level proficiency in ELA and in math. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Provide Literacy and Individualized Support **Need:** Research concludes that students identified as English Learners, foster youth and homeless have limited opportunity to visit community libraries or visit less frequently than their affluent peers, thus having a greater need for access to reading materials in the classroom and the home (Rojas, 2011). In addition, expanding access to reading materials, technology and school libraries promotes improved educational outcomes (Lance & Kachel, 2018; Gretes, 2013) This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This support is essential for addressing gaps in literacy that can hinder academic success and for providing personalized interventions that cater to the unique needs of each student. English Learners often need additional support to develop their reading and writing skills in English, which are critical for academic success across all subjects. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -64.9 and -102.9 for the math Smarter Balanced Assessment for English Learners. Socio-economic challenges can result in limited access to books and literacy resources at home. Schools provided literacy support helps bridge this gap. Data shows the distance from standards on the ELA Smarter Balanced	Through this action teachers will be provided curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to provide literacy support. Providing literacy and individualized support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these interventions. It ensures literacy support is available to all students in need, regardless of their background, promoting fairness and equal opportunity for academic success. A schoolwide approach allows for the efficient use of resources and the implementation of standardized support programs that can be tailored to meet the diverse needs of different student groups. Creating a schoolwide culture of literacy and individualized support helps build a community where all students feel valued and capable of achieving their academic goals. This action provides literacy and individualized support to unduplicated pupils to improve their literacy skills and overall academic performance. This approach addresses the specific challenges faced by these students, promotes equity, and supports their academic success through personalized and targeted interventions.	Metric 3: Smarter Balanced Results Distance from Standard (DFS)Met in ELA (Source: CA Dashboard) Metric 4: Smarter Balanced Results Distance from Standard (DFS)Met in Mathematics (Source: CA Dashboard) Metric 5: CAASPP/CAA Assessments for Science (Source: CA Dashboard) Metric 25: Percentage of 2nd graders reading on and above grade level (Source: Fountas and Pinnell)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Assessment was at -35.9 and -81.5 for the math Smarter Balanced Assessment for Socioeconomically Disadvantaged students. Frequent changes in home and school environments can disrupt the development of consistent literacy skills. Targeted support helps stabilize their educational progress. Data shows the distance from standards on the ELA Smarter Balanced Assessment was at -56.4 and -83.9 for the math Smarter Balanced Assessment for Foster Youth students districtwide. **Scope:** LEA-wide		
1.6	**Action:** College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options. **Need:** Low-Income students, English Learners,and Foster Youth, often do not have the necessary exposure, guidance, and support to explore and pursue a range of post-secondary education and career pathways. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing college and career experiences for students will prepare them for a variety of post-secondary options. This support is crucial for overcoming barriers that may limit their	Providing college and career experiences on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to these crucial resources. It ensures that every student, regardless of their background, has the opportunity to explore and prepare for a variety of post-secondary options, promoting fairness and equal opportunity. Implementing this action universally allows for the efficient allocation of resources, ensuring that all students benefit from a cohesive and comprehensive program. It also builds a College and Career-Ready culture fostering a culture of high expectations and aspirations, where all students are encouraged and supported to pursue their post-secondary goals.	Metric 6: Percentage of Students who have successfully completed A-G Requirements (Source: CA Dashboard College/Career Levels & Measures Report) Metric 7: Percentage of pupils who have successfully completed CTE Courses from an approved career pathway. (Source: CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities and for equipping them with the skills and knowledge needed for future success. Data from 2022-2023 shows the following for the SBAC Assessment: 17.07% of 11th grade students Exceeded Standards in ELA 4.90% of 11th grade students Exceeded Standards in Math 33.45% of 11th grade students Met Standards in ELA 11.89% of 11th grade students Met Standards in Math Percentage of students who met each of the measures in the College and Career Indicator "Prepared" and "Approaching" Levels" from 2022-2023 Prepared Category SED: 41.3% EL: 16.3% Approaching Category SED: 25.3% EL: 35% English Learners and Low-Income Students often lack access to information and resources about college and career opportunities. Providing experiences such as college tours, career fairs, and internships helps them understand the options available to them.	This action provides college and career experiences to unduplicated pupils to ensure they have the necessary exposure, guidance, and support to explore and pursue a range of post-secondary options. This approach addresses the specific challenges faced by these students, promotes equity, and prepares them for future success in both education and career pathways.	College/Career Levels & Measures Report) Metric 8: Percentage of Pupils who have successfully completed at least one college credit course (Source: CA Dashboard College/Career Levels & Measures Report) Metric 9: Percentage of students who met each of the measures in the College and Career Indicator "Prepared" and "Approaching" Levels" (Source: CA Dashboard College/Career Levels & Measures Report Metric 10: Percentage of pupils who are awarded the Seal of Biliteracy (Source: CA Dashboard College/Career Levels & Measures Report) Metric 13: Percentage of students passing AP exams with a score of 3 or higher (Source: CA Dashboard College/Career Levels & Measures Report)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Often time. Foster Youth can experience instability and inconsistency in their educational journey which is caused by frequent changes in their living situations. Structured college and career experiences provide a clear pathway and sense of direction. 100% of students have been provided with college and career experiences in each of their academic years. Educational partners noted value and expressed great support of this action during input session and stated that is a desire of all English Learners, students from low income families, and Foster Youth students graduate from high school and have access to college. **Scope:** LEA-wide		Metric 14: Number of Student who are prepared for college by the Early Assessment Program
1.7	**Action:** Individualized Support for At Promise Males and Females **Need:** Low income students, English Learners, and Foster Youth students often face multiple barriers that can hinder their educational success, including socio-economic challenges, language barriers, instability in their personal lives, and learning disabilities. This happens to be the identified need for Cutler-Orosi Joint	Through this action, staff will be provided with curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to address dropout and suspension rates. Providing individualized support on an LEA-wide basis ensures that all at-promise students, particularly unduplicated pupils, benefit from targeted interventions. This ensures that every student, regardless of their background, has	Metric 17: High School dropout rates (Source: CA Dashboard) Metric 18: Middle School dropout rates (Source:CA Dashboard) Metric 20: Suspension rates (Source: CA Dashboard)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unified unduplicated students. Addressing these needs through individualized support is crucial for ensuring that these students stay engaged, achieve academic success, and reach their full potential. Data shows a 19.8% high school drop out rate for English learners and 4.5% for Low Income Students. Suspension data also shows 4.9% of Low Income students were suspended, 4.9% of English Learners were suspended and 11.1% of Foster Youth were suspended. Within educational partner feedback, a stated desire is to increase the academic outcomes including interventions for low income students, Foster Youth, and English Learners to provide equitable opportunities. **Scope:** LEA-wide	access to the personalized support they need to succeed academically and personally. Implementing individualized support universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive support system. A schoolwide approach fosters a culture of inclusivity and support, where all students feel valued and capable of achieving their goals. This actions provides individualized support to at-promise males and females to address their specific academic, emotional, and social challenges. This approach ensures that these students receive the targeted interventions necessary for their success, promotes equity, and helps prevent dropout, creating a supportive learning environment for all students.	Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)
1.8	**Action:** Reading Intervention and Acceleration Services **Need:** Early literacy is critical for academic success, and addressing reading difficulties at an early age can prevent long-term academic struggles and promote a strong foundation for future learning. Data shows 27% of English learners are reading at grade level in 2nd grade as	Through this action, staff will be provided with curricular and instructional tools to better differentiate and/or scaffold instruction to meet the needs of English Learners, low-income students, and foster youth to address reading needs. Providing intervention and acceleration services on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to the support they need. It ensures that every	Metric 25: Percentage of 2nd graders reading on and above grade level Source: Fountas

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to 42% of ALL students. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This action will provide intervention and acceleration services to students in K-2 that are reading below grade level to ensure that young students, particularly those from disadvantaged backgrounds, receive the necessary support to develop essential reading skills. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide	student, regardless of their background, has the opportunity to develop essential reading skills, promoting fairness and equal opportunity for academic success. Implementing this action universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive and comprehensive reading support program. A schoolwide focus on early literacy fosters a culture of reading and learning, where all students are encouraged and supported to develop strong reading skills. This actions provides intervention and acceleration services to K-2 students who are reading below grade level to ensure they develop essential reading skills. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and helps prevent long-term academic struggles, creating a supportive learning environment for all students.	
1.9	**Action:** Support to Improve Pupil Attendance and Positive Behavior **Need:** Unduplicated pupils, including Low-Income students, English Learners, Foster Youth often face unique challenges that can affect their attendance and behavior at school. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. In the 2023-2024 school year, there were over 180 Student Attendance Review Team Meetings held throughout the district and many parents shared the difficulties in getting their child to school. Districtwide, school sites mailed out 1589 SARB 1 letters home. Data shows chronic absenteeism was at 18.4% in	To address student needs, staff will provide positive behavior and attendance services to students, including tiered absence prevention and intervention, to engage and support students while assessing barriers to attendance. Providing social-emotional development, mental health, and health support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these essential services. It ensures that all students, regardless of their background, have access to the support they need to thrive academically and personally. By implementing support services universally allows for the efficient allocation of resources, ensuring comprehensive and consistent support for all students. A schoolwide focus on student well-	Metric 15: Attendance Rates (Source: School Site Monthly Attendance Report) Metric 20: Suspension rates (Source: CA Dashboard) Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the district on the 2023 Dashboard. By providing supportive measures to maintain or improve daily pupil attendance and promote positive behavior on campus the goal is to address the barriers that hinder regular attendance and positive behavior, which are crucial for academic success and a positive school experience. Data from 2022-2023 shows that the follows grade levels feel school connectedness: 5th Grade: 77% 7th Grade: 46% 9th Grade: 46% 11th Grade: 49% Suspension Data from 2022-2023: SED: 4.9% EL: 5.8% Foster Youth: 11.1% Educational partners have expressed a strong desire to ensure that English Learners, students from low-income families, and students in foster care are provided with positive behavior on campus. Additionally, they emphasize the importance of offering support to students to help remove barriers to attendance. **Scope:** LEA-wide	being creates an inclusive and supportive environment, where all students are encouraged and supported to succeed. This actions provides social-emotional development, mental health, and health support to unduplicated pupils to address the specific challenges they face, promoting their overall well-being and enabling them to focus on learning. This approach promotes equity, enhances student engagement, and fosters a positive and supportive school culture.	

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1.10	**Action:** Provide Wrap Around Services to Support Student Learning **Need:** Unduplicated pupils, including Low-Income students, English Learners, and Foster Youth often face unique and significant barriers that impact their ability to focus on and succeed in their education. Social, emotional, and health challenges can hinder student academic performance and overall well-being but by providing wrap around services to student learning can be supported. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Foster Youth and low income students may experience trauma and instability in their personal lives, affecting their emotional well-being. Providing social-emotional support helps them build resilience, self-esteem, and positive relationships. Stress can also affect students' emotional health. Social-emotional development programs help these students cope with stress and develop healthy emotional responses. English Learners can experience cultural adjustments and language barriers which impact social integration and emotional health. Social-emotional programs help these students feel more connected and supported in their school community.	To address student needs, Counselors will provide comprehensive Multi-tiered levels of support including prevention and intervention to students. Counselors and Psychologist will use evidence based practices to provide wrap around services to students. Providing social-emotional development, mental health, and health support on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these essential services. It ensures that all students, regardless of their background, have access to the support they need to thrive academically and personally. Implementing support services universally allows for the efficient allocation of resources, ensuring comprehensive and consistent support for all students. A schoolwide focus on student well-being creates an inclusive and supportive environment, where all students are encouraged and supported to succeed. This actions provides social-emotional development, mental health, and health support to unduplicated pupils to address the specific challenges they face, promoting their overall well-being and enabling them to focus on learning. This approach promotes equity, enhances student engagement, and fosters a positive and supportive school culture.	Metric 22: Sense of school connectedness (Source: CA Healthy Kids Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In Cutler-Orosi there are 389 students with disabilities and 369 are socioeconomically disadvantaged which equates to 94.8% of Students with Disabilities as Low Income as well (CALPADS 8.1). The district understand the importance of Low-Income Students with disabilities to receive speech services. The speech therapist also serves to provided additional services to students who have not been identified with a disability. Addressing mental health needs is crucial for students who may face higher rates of anxiety, depression, and other mental health issues due to various stressors. Providing access to mental health resources and counseling ensures that these students receive the necessary support to maintain their mental well-being. Current data shows that the follows grade levels feel school connectedness: 5th Grade: 77% 7th Grade: 46% 9th Grade: 46% 11th Grade: 49% Educational partners surveyed indicated the effectiveness of this action and the need to support students with wrap around services at the school site. **Scope:**		

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	LEA-wide		
1.11	**Action:** Provide Broad Course of Study **Need:** Students from low income families, English Learners, and students in foster care face limited access to visual and performing arts access that can also provide academic support and enrichment. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. This broad course of study includes various subjects and learning experiences that equip students with the knowledge, skills, and competencies needed for academic success, personal development, and future career opportunities. Socio-economic barriers can limit access to a wide range of educational experiences. A broad course of study ensures these students have access to a variety of subjects and enrichment opportunities, promoting a well-rounded education. Providing a diverse curriculum helps English Learners develop proficiency in English while engaging in content-rich learning across different subjects, enhancing their overall academic experience. Frequent school changes can result in gaps in learning and limited exposure to a comprehensive curriculum for Foster Youth students. A broad course of study helps bridge	This action will provide Unduplicated students with music courses from Kindergarten to 12th grade. Providing a broad course of study on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from a diverse and comprehensive curriculum.Studies have shown that students who participate in a broad curriculum tend to perform better academically and are more likely to succeed in higher education and their careers. It ensures that all students, regardless of their background, have access to a wide range of educational experiences, promoting fairness and equal opportunity. Implementing a broad curriculum universally allows for the efficient allocation of resources and ensures that all students benefit from a cohesive and comprehensive educational program.A schoolwide focus on providing a broad course of study creates a dynamic and enriching learning environment, where all students are encouraged and supported to explore their interests and develop their talents. This action provides a broad course of study to unduplicated pupils to ensure they have access to diverse and comprehensive learning opportunities. This approach addresses the specific challenges faced by these students, promotes equity, and prepares them for future success in higher education and their careers.	Metric 1: Access to standards- aligned materials (Source: Textbook Sufficiency Resolution) Metric 23: Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these gaps and provides consistency in their educational journey. Data shows that 100% of students are receiving a Broad Course of Study. Educational partners surveyed have indicated the effectiveness of this action. Feedback from educational partners also included that low income students receive additional enrichment opportunities. **Scope:** LEA-wide		
1.12	**Action:** Provide Enrichment Services for students identified as Gifted and Talented (GATE) **Need:** Low-Income students, English Learners, Foster Youth, who are identified as gifted and talented often do not have the resources to receive specialized instruction. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. By providing enrichment services for students identified as Gifted and Talented (GATE) students can receive the advanced and specialized instruction necessary to fully develop their potential. These enrichment services are crucial for addressing the unique educational needs of gifted students and ensuring they are challenged and engaged in their learning. Gifted English Learners students require advanced instruction that not only challenges	Providing enrichment services for gifted and talented students on an LEA-wide basis ensures that all eligible students, particularly those from disadvantaged backgrounds, have access to the resources and opportunities they need. This inclusive approach ensures that gifted students from all backgrounds have equal access to advanced learning opportunities, promoting fairness and equal opportunity. Implementing enrichment services universally allows for the efficient allocation of resources and ensures that all gifted students benefit from a cohesive and comprehensive program. A schoolwide focus on providing enrichment for gifted students creates a culture that values and nurtures high academic achievement and talent development. This actions provides enrichment services to gifted and talented students, particularly unduplicated pupils, to ensure they receive the advanced and specialized instruction necessary to fully develop their potential. This approach addresses the	Metric 28: Number of Gate Students provided with services

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	them academically but also supports their language development, ensuring they can excel in both their giftedness and language proficiency. Low-Income and Foster Youth Gifted Students can face financial constraints can limit access to enrichment opportunities outside of school. Providing in-school enrichment ensures these students have equal opportunities to develop their talents. Current data shows there are 136 students and educational partners have indicated the effectiveness of this action to support students. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have the resources they need to maximize their full potential. **Scope:** ` LEA-wide	specific challenges faced by these students, promotes equity, and supports their academic and personal growth.	
1.13	**Action:** Provide Opportunities for Co-Curricular Programs **Need:** Often students from disadvantaged backgrounds, such as Low-Income students, English Learners, Foster Youth, do not have access to programs that promote their physical	Providing co-curricular programs on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to the benefits of these programs. This ensures that all students, regardless of their background, have the opportunity to participate in co-curricular activities that enhance their development and competitiveness. Implementing these programs universally allows for the efficient use of resources	Metric 24: Extra Curricular Activities

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	health, mental well-being, and overall academic and athletic development. This actions provides opportunities for co-curricular programs to enhance health, fitness, and athletic/academic competitiveness is to ensure that their is a holistic development of students, providing them with opportunities to engage in activities that complement their academic learning and foster a sense of belonging and achievement. Financial constraints may limit a Low-Income student's access to extracurricular activities outside of school. Providing co-curricular programs ensures these students can participate in physical activities that promote health and fitness. Participation in co-curricular programs can provide Foster Youth stability and a sense of community, helping foster youth cope with the instability in their personal lives. Engaging in co-curricular activities promotes mental well-being by reducing stress, building self-esteem, and providing a positive outlet for energy and emotions. Academic and Athletic Competitiveness: Co-curricular programs can help English Learner students improve language skills and build confidence through participation in team sports and academic competitions.	and ensures that all students benefit from a cohesive and comprehensive set of activities.A schoolwide focus on co-curricular programs creates a vibrant and supportive school culture where students are encouraged to explore a wide range of interests and develop a balanced set of skills. This action provides opportunities for co-curricular programs to unduplicated pupils to enhance their health, fitness, and academic/athletic competitiveness. This approach addresses the specific challenges faced by these students, promotes equity, and supports their holistic development and success.	

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	Access to a variety of programs can help Low-Income students discover and develop talents that may lead to academic scholarships or future career opportunities. Data show students involved in extracurricular activities are as follows: El Monte Middle School: 283 Orosi High School: 357 Educational partners have indicated the effectiveness of this action to support students. **Scope:** LEA-wide		
1.14	**Action:** Provide Support to Family Education Services **Need:** Many family in Cutler-Orosi face barriers such as trauma, poverty, and resources. These barriers can include language differences, lack of understanding of the education system, socio-economic challenges, and limited access to resources. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing additional support to Family Education Services is crucial for empowering families to actively participate in their children's education and ensuring that students receive the comprehensive support they need to succeed academically and personally.This action allows for additional	Providing additional support to Family Education Services on an LEA-wide basis ensures that all families, particularly those of unduplicated pupils, benefit from the resources and support needed to fully participate in their children's education. This ensures that all families, regardless of their background, have the support they need to engage with and support their children's education, promoting fairness and equal opportunity.Implementing family education services universally allows for the efficient use of resources and ensures that all families benefit from a cohesive and comprehensive support program. A schoolwide focus on family education creates a culture of collaboration and support, where families and schools work together to promote student success.	Metric 27: Parent Engagement Report (Source: Monthly Site Parent Involvement Report)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support to Family Education Services to ensure parents and students have the support needed to overcome obstacles to fully participate in school. Data show parent engagement is currently at: Cutler Elementary: 3206 Golden Valley: 846 Palm: 1505 El Monte: 2404 Orosi High School: 2037 Alt Ed: 53 Educational partners have indicated the effectiveness of this action and the support provided to families. English Learner Families face language barriers that hinder their ability to communicate with teachers and understand school processes. Family Education Services can provide language support and translation services to help bridge this gap. Socio-economic challenges can limit parents' ability to engage with their children's education. Providing resources and education on how to support their children's learning at home can help mitigate these challenges. Foster parents may need additional support and education on how to navigate the education system and support the specific needs of foster youth.	By providing additional support to Family Education Services to ensure that parents and students have the support needed to overcome obstacles to fully participate in school. This approach addresses the specific challenges faced by unduplicated pupils and their families, promotes equity, and supports the academic and personal success of students through strong home-school partnerships.	

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	Scope: LEA-wide		
2.1	**Action:** Provide Mentoring Support to Teachers **Need:** All students should benefit from high-quality instruction provided by a well-supported and highly qualified teaching staff but especially students from disadvantaged backgrounds, such as Low-Income students, English Learners, Foster Youth. Effective teaching is crucial for addressing the diverse learning needs of these students and improving their academic outcomes.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The District commits to providing support for teachers through a powerful mentoring program to ensure that all teacher receive the support they need for the diverse student need. Data from 2022-2023 shows the following: 85% of teachers fully credentialed Students from disadvantaged backgrounds often require differentiated and effective teaching strategies to overcome various learning barriers. A mentoring program ensures that teachers are well-prepared and supported to deliver high-quality instruction tailored to the needs of these students. Stability in teaching staff is particularly important for students who may face instability	Providing a mentoring program for teachers on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from the positive impacts of having highly qualified and well-supported teachers. This inclusive approach ensures that all students, regardless of their background, have access to high-quality instruction from well-prepared and supported teachers, promoting fairness and equal opportunity. Implementing the mentoring program universally allows for the efficient use of resources and ensures that all teachers and students benefit from a cohesive and comprehensive support system. A schoolwide focus on mentoring and professional development creates a culture of continuous improvement and excellence in teaching, benefiting all students. By providing support for teachers through a powerful mentoring program to maintain a large pool of highly qualified teaching staff. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports improved student achievement and comprehensive human development throughout the District.	Metric 2.1: Teachers: Fully credentialed and appropriately assigned Metric 2.9:Percentage of Teachers Appropriately Assigned

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	in their personal lives such as Low-Income Students and Foster Youth: A mentoring program helps retain experienced teachers, providing consistency and stability in the classroom. Teachers need specialized training to address the unique challenges faced by English Learners, including language acquisition and cultural differences. Mentoring programs provide ongoing professional development to enhance teachers' skills in these areas. Research shows that teacher quality is one of the most significant factors influencing student achievement. By supporting teachers through mentoring, the District can improve overall student performance and close achievement gaps. Data shows 85% of teachers fully credentialed and the district will continue to provide resources to support teacher credentialing and mentorship.Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide		
2.2	**Action:** Provide Ongoing Training and Professional Learning time **Need:** Students from disadvantaged backgrounds such as Low-Income students, English	Providing ongoing training and biannual professional learning events on an LEA-wide basis ensures that all staff members benefit from comprehensive professional development, leading to a cohesive and consistent approach to student support across the District. This ensures that all students, regardless of their background, are	Metric 4: Percentage of staff receiving two extended Professional learning days

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	Learners, Foster Youth have unique academic and social emotional needs. Some of the needs include learning a second language, having unstable home environments that transfer to the classroom, or lack of access to help on homework or resources. Feedback collected from staff has stated that the effects of what students deal with at home can widen the achievement gap. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard was evident of several areas of student academic needs. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students Staff need the knowledge and skills necessary to effectively address the diverse needs of students. The professional development aims to enhance the overall efficiency and effectiveness of the school environment,	supported by well-trained staff capable of addressing their unique needs, promoting fairness and equal opportunity. Implementing professional development universally allows for the efficient use of resources, ensuring all staff members receive high-quality training that benefits all students. In summary, providing ongoing training and biannual professional learning events to all staff improves and increases their ability to address student needs effectively, maintain high standards in schools and programs, and minimize achievement gaps. This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports improved student outcomes through comprehensive and continuous professional development.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ultimately leading to improved student outcomes and minimized achievement gaps. Teachers and staff need specialized training to address language barriers and support English language acquisition and the needs of Long-term English Learners. Professional learning sessions focus on strategies for improving academic content understanding and language proficiency. By addressing the specific needs of significant student groups, such as low income students and English Learners, professional development helps reduce achievement gaps and promotes equity in educational outcomes. Ongoing training ensures that all staff members, including certified, classified, and management personnel, are consistently prepared to meet student needs efficiently, maintaining the high standards of the District's schools and programs. Requiring teachers to submit a tutorial log at the end of every month ensures accountability and provides valuable data for continuous improvement of instructional practices and student support strategies. 100% of staff recieved professional learning to support students. Educational partner feedback stated a desire is to ensure all students, particularly English Learners, students from low income		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	families, and students in foster care, have access to highly qualified teachers. Comments from educational partner input shared that staff want our students to be able to compete with students from large school districts and show other want disadvantaged students can do with a high quality education. **Scope:** LEA-wide		
2.3	**Action:** Provide Professional Learning and Instructional Coaching Support **Need:** Students, particularly those from disadvantaged backgrounds such as English Learners and Low Income have many different needs.Some of the needs include learning a second language, having unstable home environments that transfer to the classroom, or lack of access to help on homework or resources. Feedback collected from staff has stated that the effects of what students deal with at home can widen the achievement gap. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard was evident of several areas of student academic needs. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners	Providing support for professional learning and instructional coaching on an LEA-wide basis ensures that all teachers have access to the resources and training they need to effectively support their students. It ensures that all students, regardless of their background, receive high-quality instruction from well-trained and supported teachers, promoting fairness and equal opportunity. Implementing professional learning and instructional coaching universally allows for the efficient use of resources, ensuring that all teachers and students benefit from a cohesive and comprehensive support system. By providing support for teachers through professional learning and instructional coaching student learning will be enhanced. This approach addresses the unique challenges faced by unduplicated pupils, promotes equity, and supports improved academic achievement through comprehensive and continuous professional development.	Metric 4: Percentage of staff receiving two extended Professional learning days Metric 6: Implementation of academic content and performance standards for all students, including how English Learners will access CCSS and ELD Standards Source: LCFF Priority 2 Self Reflection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students In order to meet the needs of students, teachers are provided with professional learning and coaches to deliver high-quality instruction. This support is crucial for enhancing student learning outcomes and addressing the specific educational challenges faced by these students groups. Teachers need specialized professional learning and coaching to effectively teach academic content while simultaneously supporting English language development. This dual focus helps English Learners achieve proficiency in both language and subject matter. Professional learning and instructional coaching enhance teachers' ability to deliver effective instruction, improving academic achievement for all students, particularly those from disadvantaged backgrounds. Instructional coaching provides teachers with the tools and techniques to differentiate instruction, tailor their teaching methods to the unique needs of these students, and use data-		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	driven approaches to monitor and support student progress. Ensuring that all teachers are proficient in delivering instruction aligned with State Standards guarantees that students receive a consistent, high-quality education across the district, promoting equity and fairness. Continuous professional learning opportunities and instructional coaching help teachers stay updated with the latest educational practices, research, and technologies, enabling them to provide the best possible education to their students. 100% of staff recieved professional learning to support students. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide		
2.4	**Action:** Provide Categorical Program Staff to Coordinate Supplemental Services **Need:** Students from disadvantaged backgrounds and their families often need additional support and resources to meet educational outcomes. Many students in Cutler-Orosi Joint Unified are first generation students attending school or new to the country and need help understanding the school system. As of the	Providing categorical programs department staff to coordinate supplemental services and parent education programs on an LEA-wide or schoolwide basis ensures that all students and their families have access to these crucial resources. This ensures that all students, regardless of their background, receive the support they need to succeed, promoting fairness and equal opportunity. Implementing these services universally allows for the efficient allocation of resources, ensuring that	Metric 7: CALPADS reporting with 100% accuracy and on time

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023-2024 school year, there were 2,008 parents who did not graduate high school. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. The 2023 Dashboard results showed the following RED for school sites/students groups on the ELPI metric: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners The 2023 Dashboard results showed the following RED for school sites/student groups on the ELA/Math Achievement metric: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, and Hispanic students Coordinating these services is crucial for addressing the diverse needs of English Learners,low income students and Foster Youth. English Learners require additional language support and academic interventions to achieve proficiency and succeed in school. Categorical programs staff can coordinate targeted supplemental services to meet these needs. Parents of English Learners often have language barriers and cultural differences can	all students and families benefit from a cohesive and comprehensive support system. Effective coordination ensures that all supplemental services are aligned and delivered efficiently, avoiding duplication and ensuring that all students receive the necessary support to improve their learning outcomes. By providing categorical programs department staff to coordinate supplemental services, English Learner, and parent education programs can work together to improve student learning,This approach addresses the specific challenges faced by unduplicated pupils, promotes equity, and supports enhanced academic achievement and family engagement through coordinated and comprehensive services.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	hinder parental involvement. Coordinated parent education programs provide these parents with the knowledge and tools to support their children's education effectively. Coordinating supplemental services and parent education programs helps improve overall student engagement and academic performance, particularly for those from disadvantaged backgrounds. Strengthening the relationship between schools and families through coordinated services and education programs fosters a supportive environment where students can thrive academically and personally. CALPADS reporting has been certified with 100% accuracy. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide		
2.5	**Action:** Provide Parent Education Opportunities **Need:** Families of English Learners, Foster Youth, and Low-Income, face additional challenges that can hinder their ability to engage fully in their children's education. Many parents have shared that working in the fields requires that to leave very early in the morning and return very late at night. These parents have shared	Providing opportunities for meaningful parent education and training on an LEA-wide basis ensures that all families, particularly those of unduplicated pupils, have access to the resources and support they need. This ensures that all parents, regardless of their background, have the opportunity to engage in their children's education, promoting fairness and equal opportunity. Parents are provided with multiple engagement and educational opportunities such as Literacy is King for parents and Digital Citizenship for Parents.	Metric 2: Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs (Source: Targeted Review Data & District Monthly Parent Engagement Sign in Sheet)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	it is difficult for them to attend parenting meeting during the day and have requested parent education opportunities late at night. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Parents and guardians need to be provided with the knowledge, skills, and resources necessary to effectively support their children's education. Language barriers and cultural differences can limit parental involvement in school activities and communication with teachers. Parent education and training programs can provide these families with the tools they need to participate more fully in their children's education. Research shows that increased parental involvement leads to better student outcomes, including higher academic achievement, improved behavior, and increased motivation. By educating and empowering parents, the District can help ensure these benefits for all students, especially those from disadvantaged backgrounds. Data collected from parent engagement records provides valuable insights into how effectively parents are involved in their children's education, identifying areas where additional support or resources may be needed to enhance parental participation and improve student outcomes. Data shows an increase in the number of parents attending	Strengthening the relationship between families and schools fosters a supportive and collaborative environment, promoting student success. Educated and engaged parents are better equipped to support learning at home and work effectively with educators. Understanding the social-emotional needs of their children helps parents support their overall well-being, leading to a more holistic approach to education and development. Implementing parent education programs universally allows for the efficient use of resources and ensures that all families benefit from a cohesive and comprehensive support system. In summary, by providing opportunities for meaningful parent education and training, parents can be more involved and support their children's education. This approach addresses the specific challenges faced by these families, promotes equity, and supports improved academic outcomes and family engagement through comprehensive and accessible parent education programs.	Metric 3: Parent Engagement Report (Source: Monthly Site Parent Involvement Report)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educational events but the need to continue parental education still exist. Educational partners surveyed indicated the effectiveness of this action. **Scope:** LEA-wide		
2.6	**Action:** Provide Parent Communication **Need:** Feedback from parents suggest that Cutler-Orosi JUSD, continue to invest in communication to families. Feedback collected from parents state that many families do not have access to transportation or work long hours and can not attend school events.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Our families from low-income backgrounds often need additional resources to be actively involved in their children's education and have a voice in school-related decisions. Effective communication and engagement are crucial for building strong home-school partnerships, which positively impact student outcomes. **Scope:** LEA-wide	Providing additional funding to enhance district/parent communication and engage parents in decision-making on an LEA-wide ensures that all families benefit from improved communication and engagement efforts.This action especially helps unduplicated studies and their families as some parents can not attend school events and this provides communication and information directly to the parents. Studies show that when parents are involved, students achieve higher grades, test scores, and graduation rates. This is true when parents maintain high expectations for their children's education. Language barriers can make it difficult for these parents to understand school communications and participate in their children's education. Additional funding can support translation services and bilingual communication tools to ensure all parents are well-informed. Engaging parents in decision-making processes helps ensure that their perspectives and needs are considered, leading to more equitable and effective educational policies and practices. This includes participation in school committees, advisory boards, and other decision-making bodies.	Metric 8: Quarterly Districts Newsletter

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Strengthening communication and involving parents in decision-making fosters trust and collaboration between families and schools. This partnership is essential for creating a supportive educational environment and improving student outcomes. Socio-economic challenges can limit access to information and resources. Providing additional funding for communication tools and outreach ensures that these families receive timely and accurate information about school events, programs, and resources.	
3.1	**Action:** Provide Instructional and Operational Technology **Need:** Districtwide needs assessment through surveys showed the need that Low income students, Foster Youth, and English Learners often do not have equitable access to technology and technological resources, which are essential for academic success in the modern educational environment. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Low-Income students often lack access to necessary technology at home. Providing them with devices and internet access ensures they can participate fully in digital learning and complete assignments. Frequent changes in living situations can disrupt access to technology for Foster Youth Students. Ensuring these students have consistent	Providing instructional and operational technology on an LEA-wide basis ensures that all students and staff have access to the necessary technological resources. Even though this action is principally directed at address the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. It ensures that all students, regardless of their background, have equal access to the technology needed to succeed academically, promoting fairness and equal opportunity. Implementing technology initiatives universally allows for the efficient allocation of resources and ensures that all students and staff benefit from a cohesive and comprehensive technology support system.	Metric 1: District infrastructure (Source: IT Report) Metric 2: Upgraded services, new devices and or new software (Source: IT Report)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to devices and internet is crucial for their educational continuity. English Learners' access to adaptive and supportive technologies can enhance learning experiences and support specific educational needs. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to technology. **Scope:** LEA-wide		
3.2	**Action:** Provide and Enhance Adequate Facilities and Enrichment Activities **Need:** High-quality facilities are crucial for creating a positive school environment, promoting student engagement, and supporting a wide range of learning activities. Students from disadvantaged backgrounds need to have access to safe, well-maintained, and modern facilities that support their educational and personal development. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Cutler-Orosi is also a rural community, with inadequate sidewalks and lighting. Many students also are living in East Orosi that is outside of walking distance. Low-Income Students, English Learners,	Providing adequate facilities and support services on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from a positive and well-supported learning environment. It ensures that all students, regardless of their background, have access to safe, well-maintained, and modern facilities that support their educational needs.Implementing facility enhancements and support services universally allows for the efficient use of resources and ensures that all students benefit from a cohesive and comprehensive support system. A schoolwide focus on maintaining and enhancing facilities creates a unified and positive school culture, promoting student engagement and pride. Low Income, English Learners, and Foster Youth students have specific challenges faced and this action promotes equity, and supports the District's	Metric 3: School & District facilities are maintained in good repair. (Source: School Accountability Report Cards)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth benefit from additional intervention and enrichment activities that support their academic and personal growth. Adequate facilities and transportation ensure that these programs can be effectively implemented and accessed by all students. Well-maintained and modern facilities contribute to a positive school culture, fostering a sense of pride and belonging among students. This is particularly important for students from disadvantaged backgrounds, as it helps create an inclusive and supportive learning environment. Modern facilities equipped with 21st-century learning tools and resources create an engaging and stimulating learning environment. This supports innovative teaching practices and helps prepare students for future academic and career success. Additional custodians and drivers ensure that facilities are well-maintained and that students have safe and reliable transportation. This is crucial for maintaining a safe and efficient school environment where students can focus on learning. Low-Income, English Learners, and Foster Youth can also have access to afterschool interventions, CTE/dual enrollment courses as transportation will be provided to them. Ensuring that all students, particularly those from disadvantaged backgrounds, have access to high-quality facilities and resources	goals of enhancing educational outcomes through comprehensive and accessible facility enhancements and support services.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	promotes equity and helps close achievement gaps. Cutler-Orosi has a low percentage of English Learners that completed CTE course and are involved dual enrollment and providing transporting allows students to be involved in additional offerings. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students have access to adequate facilities and transportation when staying afterschool. **Scope:** LEA-wide		
3.3	**Action:** Support the Collection and Analysis of Student Achievement Data **Need:** Collecting and analyzing student achievement data helps teachers and administrations identify areas where students, especially Low-Income, English Learners, and Foster Youth are struggling and adjust instruction accordingly. This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students who are academically struggling. This ensures that interventions are targeted and effective, promoting better academic outcomes. By analyzing data such as the 2023 Dashboard Data, the teachers can	Supporting the implementation of technology for learning and the collection and analysis of student achievement data on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from these resources. Even though this action is principally directed at address the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. A focus on technology integration and data-driven instruction creates a culture of continuous improvement, where all educational partners are committed to using data to enhance teaching and learning.	Metric 4: Data systems to maintain accurate data reporting (District Annual Evaluation and LCAP Report)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ensure that there is scaffolds, interventions, and progress monitoring in place for the following areas: ELPI metric on the 2023 Dashboard: District- English Learners Cutler Elementary- English Learners Golden Valley Elementary-English Learners El Monte Middle- English Learners Orosi High -English Learners ELA and Math Achievement metric on the 2023 Dashboard: District- Homeless Youth El Monte Middle- All Students, Socioeconomically Disadvantaged student, English Learners and Hispanic students Data analysis helps school and district administrators monitor the effectiveness of educational programs and make data-driven decisions to improve curriculum and instruction, ensuring that all students receive a high-quality education. Within educational partner feedback, a stated desire is to ensure that accurate data is available to ensure English Learners, students from low income families, and Foster Youth students have appropriate interventions. **Scope:** LEA-wide	Access to real-time data on student performance allows teachers to make informed decisions about instruction and interventions, ultimately enhancing their effectiveness in the classroom. Specialized reports created by data specialist allowing for data segregation to review data on English Learners, Foster Youth, and Low-Income students. This action addresses supports improved academic outcomes through the effective use of technology and data-driven insights.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	**Action:** Increase FTE to improve services to Foster Youth, English Learners, and Low Income students. **Need:** Low-Income, Foster Youth Students, and English Learners have diverse needs that require comprehensive support services to address their academic, social-emotional, and physical needs. By enhancing FTE personnel, the District can provide targeted interventions and enrichment opportunities, promoting student success and well-being. In COJUSD, 95.96% of students come from socioeconomically disadvantaged backgrounds, with 39.7% of students designated as English Learners. The District also includes 1.9% homeless students. Data also shows the following: • ELA • Homeless, orange, declined 48.2 points • Math • Homeless, red, declined 22 points English Learner Progress: red at 40.3% declined 14.8% College and Career Indicator • Low for English Learners • Low for Students with Disabilities Graduation Rate: English Learners 88.7%	The additional staff will provide direct, individualized support to address the specific needs of our English learners, students in foster care, and low-income students. By expanding our team at all school sites and throughout the district, we can offer more timely interventions and a broader course of students, ensuring that all students thrive academically and socially. Providing enhanced FTE personnel on an LEA-wide basis ensures that all students, particularly unduplicated pupils, benefit from comprehensive support services. This approach addresses the specific challenges faced by these students, promotes equity, and supports improved academic outcomes and overall well-being through comprehensive and accessible support services. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	Metric 1: Positions funded through Concentration Add-On Funds

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension Rate • Hispanic, orange increased .6% • Homeless, orange increased .4% • Socioeconomically Disadvantaged, orange increased .4% • Students with Disabilities, orange increased .7% Orosi High School-ATSI Students with Disabilities Suspension Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and all students attain grade level proficiency in math and ELA and have social-emotional support. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.15	**Action:** English Learner Support for English Proficiency	Providing additional support staff on an LEA-wide basis ensures that all English Learners across the district receive consistent and equitable support.	Metric 11: Percentage of English Learners who progress in English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners often face unique challenges that can hinder their language acquisition and academic progress.This happens to be the identified need for Cutler-Orosi Joint Unified unduplicated students. Providing additional support staff to enable English Learners to achieve English proficiency (progress monitoring and reclassification)" is to ensure that English Learners (ELs) receive the targeted support and resources necessary to develop proficiency in English, which is crucial for their overall academic success. Providing additional support staff specifically focused on their needs helps address these challenges and ensures that ELs can achieve reclassification as proficient in English. Data shows 40.3% making progress toward EL Proficiency. Educational partners have indicated the effectiveness of this action to support English Learners. English Learners require specialized instruction and interventions to develop their English language skills, including speaking, listening, reading, and writing. Additional support staff can provide this targeted instruction. Continuous and effective monitoring of English Learners' progress is essential to ensure they are making adequate gains in their language development. Support staff can track students' progress, identify areas where they are struggling, and adjust instruction accordingly. The process of reclassifying English Learners as proficient in	This ensures that all English Learners, regardless of their background or school, have access to the targeted support they need to achieve English proficiency and succeed academically. Implementing this action universally allows for the efficient allocation of resources, ensuring that all English Learners benefit from a cohesive and comprehensive support system. A schoolwide focus on supporting English Learners creates an inclusive environment where all students feel valued and supported in their language learning journey. This actions provides additional support staff to enable English Learners to achieve English proficiency, with a focus on progress monitoring and reclassification. This approach addresses the specific challenges faced by English Learners, promotes equity, and supports their academic success through targeted and individualized instruction, continuous progress monitoring, and effective reclassification support.	Proficiency (as measured by ELPAC) Metric 12: English Learner Reclassification Rate (Source: Dataquest)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English requires meeting specific criteria. Additional support staff can help guide students through this process, providing the necessary instruction and support to help them meet the reclassification standards. Educational partners have expressed a strong desire to continue supporting English Learners (ELs) in their journey toward English language proficiency and academic success. This focus is particularly important given the large population of EL students in the district. Additionally, there is a recognized need to improve communication regarding the various supports available for different typologies of English Learners, ensuring that students and their families are fully aware of the resources tailored to their specific needs. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

Goal 4, Action 1, focuses on increasing Full-Time Equivalent (FTE) positions to provide direct services to students at schools with a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students, utilizing the additional concentration grant add-on funding.

Increase in Full-Time Equivalent (FTE) Staff:

- Teachers:Hiring additional teachers to reduce class sizes and provide more individualized instruction and support, particularly for English Learners and Low-Income students.
- Instructional Aides:Increasing the number of instructional aides to assist in classrooms, providing targeted support to Foster Youth, English Learners, and Low-Income students.
- Behavior Intervention Technicians: Adding more behavior intervention technicians to address behavioral challenges and support the social-emotional needs of students.
- Board-Certified Behavior Analysts: Employing additional board-certified behavior analysts to design and implement effective behavioral interventions.

Specialized Roles to Enhance Student Support:

- Physical Education Instructors and Music Educators: Expanding physical education and music programs to promote physical health, creativity, and engagement among students.
- Lovell Librarian:Providing additional librarian support to ensure students have access to a broad range of learning resources and to foster literacy skills.
- Campus Security Personnel and Campus Security/CTE Driver: Increasing security staff to ensure a safe learning environment and adding drivers to support transportation needs for CTE programs.

Family and Community Engagement:

- Family Education Centre Outreach Aide: Increasing outreach aides to support family engagement, providing resources and training for parents of Foster Youth, English Learners, and Low-Income students.
- Workforce Development Specialists: Hiring more workforce development specialists to prepare students for future careers, offering guidance, skills training, and connecting them with job opportunities.

Operational and Facility Support:

- Custodians:Adding custodial staff to maintain clean and safe school environments, which is essential for creating a conducive learning atmosphere.

COJUSD will continue to monitor the effectiveness of the increased FTE positions. Data on student outcomes, such as academic performance, attendance, behavior, and engagement, will be asses to reflect on impact of the additional staff. Educational partners Engage

parents will be provided with the opportunity to provide feedback and input on services throughout the year.

Expected Outcomes:

- Improved Academic Achievement:Higher academic performance for Foster Youth, English Learners, and Low-Income students through increased individualized support and reduced class sizes.
- Enhanced Social-Emotional Well-Being: Better social-emotional outcomes for students due to increased access to behavior intervention and support services.
- Increased Family Engagement:Greater involvement of parents and families in the educational process, leading to a more supportive home learning environment.
- Safer and Healthier School Environment:Improved safety and cleanliness of school facilities, contributing to a positive and conducive learning atmosphere.

By strategically increasing the number of staff providing direct services at schools with high concentrations of Foster Youth, English Learners, and Low-Income students, the District aims to significantly enhance educational outcomes and support for these underserved populations.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$42,660,986	$20,054,111.00	47.008%	0.000%	47.008%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,054,111.00	$845,255.00	$0.00	$0.00	$20,899,366.00	$13,497,412.00	$7,401,954.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Safe and Supportive Environment (PBIS) to Engage Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$575,348.00	$515,197.00	$1,090,545.00				$1,090,545.00	
1	1.2	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,927.00	$241,213.00	$245,140.00				$245,140.00	
1	1.3	Early Education Support for children 0-5 years of Age	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.4	Intervention for Students NOT YET AT STANDARD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,010,440.00	$60,000.00	$2,070,440.00				$2,070,440.00	
1	1.5	Provide Literacy and Individualized Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$444,877.00	$0.00	$444,877.00				$444,877.00	
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$624,162.00	$454,402.00	$1,078,564.00				$1,078,564.00	
1	1.7	Individualized Support for At Promise Males and Females	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
1	1.8	Reading Intervention and Acceleration Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$493,064.00	$0.00	$493,064.00				$493,064.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$198,069.00	$0.00	$198,069.00				$198,069.00	
1	1.10	Provide Wrap Around Services to Support Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,750,651.00	$2,000.00	$1,752,651.00				$1,752,651.00	
1	1.11	Provide Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$271,420.00	$48,400.00	$319,820.00				$319,820.00	
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,165.00	$1,000.00	$2,165.00				$2,165.00	
1	1.13	Provide Opportunities for Co-Curricular Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$603,847.00	$219,901.00	$823,748.00				$823,748.00	
1	1.14	Provide Support to Family Education Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$79,019.00	$50,000.00	$129,019.00				$129,019.00	
1	1.15	English Learner Support for English Proficiency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$173,656.00	$0.00	$173,656.00				$173,656.00	
2	2.1	Provide Mentoring Support to Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,132.00	$59,233.00	$118,365.00				$118,365.00	
2	2.2	Provide Ongoing Training and Professional Learning time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$441,292.00	$5,000.00	$446,292.00				$446,292.00	
2	2.3	Provide Professional Learning and Instructional Coaching Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,383,259.00	$0.00	$1,383,259.00				$1,383,259.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$263,946.00	$0.00	$263,946.00				$263,946.00	
2	2.5	Provide Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,476.00	$32,524.00	$36,000.00				$36,000.00	
2	2.6	Provide Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.1	Provide Instructional and Operational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$333,688.00	$660,000.00	$993,688.00				$993,688.00	
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$387,718.00	$4,740,484.00	$5,128,202.00				$5,128,202.00	
3	3.3	Support the Collection and Analysis of Student Achievement Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$146,392.00	$1,600.00	$147,992.00				$147,992.00	
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,678,109.00	$0.00	$2,678,109.00				$2,678,109.00	
5	5.1	Individualized Support	All	No			All Schools Specific Schools: Lovell High School 11-12	Three Years	$112,938.00	$0.00		$112,938.00			$112,938.00	
5	5.2	Targeted Intervention Support	All	No			Specific Schools: Lovell High School 11-12	Three Years	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.3	Supplemental Material and Supplies	All	No			All Schools Specific Schools: Lovell	Three Years	$0.00	$9,500.00		$9,500.00			$9,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School 11-12									
6	6.1	Provide Opportunities for School Connectedness	All	No			All Schools Specific Schools: Community Day School	Three Years	$30,691.00	$20,000.00		$50,691.00			$50,691.00	
7	7.1	Literacy and Math Intervention	All	No			All Schools Specific Schools: Esperanza	Three Years	$34,126.00	$30,000.00		$64,126.00			$64,126.00	
8	8.1	Targeted Academic Tutoring and Intervention Support	All	No			All Schools	Three Years	$0.00	$135,000.00		$135,000.00			$135,000.00	
8	8.2	Early Academic Intervention and School Readiness Support	All	No			All Schools	Three Years	$30,000.00	$0.00		$30,000.00			$30,000.00	
8	8.3	Professional Development and Instructional Coaching for Educator Effectiveness	All	No			All Schools	Three Years	$150,000.00	$60,000.00		$210,000.00			$210,000.00	
8	8.4	Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff	All	No			All Schools	Three Years	$215,000.00	$0.00		$215,000.00			$215,000.00	
8	8.5	Assessment and Benchmarking Systems to Monitor Student Progress	All Students with Disabilities	No			All Schools	Three Years	$0.00	$3,000.00		$3,000.00			$3,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$42,660,986	$20,054,111.00	47.008%	0.000%	47.008%	$20,054,111.00	0.000%	47.008 %	**Total:**	$20,054,111.00
								LEA-wide Total:	$19,880,455.00
								Limited Total:	$173,656.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Safe and Supportive Environment (PBIS) to Engage Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,091,545.00	
1	1.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,140.00	
1	1.3	Early Education Support for children 0-5 years of Age	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.4	Intervention for Students NOT YET AT STANDARD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,070,440.00	
1	1.5	Provide Literacy and Individualized Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$444,877.00	
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,078,564.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Individualized Support for At Promise Males and Females	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	1.8	Reading Intervention and Acceleration Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$493,064.00	
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,069.00	
1	1.10	Provide Wrap Around Services to Support Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,752,651.00	
1	1.11	Provide Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$319,820.00	
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,165.00	
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$823,748.00	
1	1.14	Provide Support to Family Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,019.00	
1	1.15	English Learner Support for English Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$173,656.00	
2	2.1	Provide Mentoring Support to Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,365.00	
2	2.2	Provide Ongoing Training and Professional Learning time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$446,292.00	
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,383,259.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,946.00	
2	2.5	Provide Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
2	2.6	Provide Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.1	Provide Instructional and Operational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$993,688.00	
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,128,202.00	
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,992.00	
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,678,109.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,053,482.00	$20,253,482.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Safe and Supportive Environment (PBIS) to Engage Students	Yes	$1,180,076.00	$1,109,142
1	1.2	Supplemental Instructional Materials	Yes	$220,938.00	$190,300
1	1.3	Early Education Support for children 0-5 years of Age	Yes	$5,000.00	$5,000
1	1.4	Intervention for Students NOT YET AT STANDARD	Yes	$1,984,617.00	$1,955,245
1	1.5	Provide Literacy and Individualized Support	Yes	$429,230.00	$429,230
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Yes	$1,057,906.00	$979,500
1	1.7	Individualized Support for At Promise Males and Females	Yes	$500.00	$500
1	1.8	Reading Intervention and Acceleration Services	Yes	$472,488.00	$472,488
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	Yes	$213,770.00	$200,000
1	1.10	Provide Wrap Around Services to Support Student Learning	Yes	$1,867,537.00	$1,300,000
1	1.11	Provide Broad Course of Study	Yes	$204,847.00	$277,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Yes	$1,665.00	$900
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	$705,289.00	$668,380
1	1.14	Provide Support to Family Education Services	Yes	$122,072.00	$40,000
1	1.15	English Learner Support for English Proficiency	Yes	$169,598.00	$169,598
2	2.1	Provide Mentoring Support to Teachers	Yes	$118,365.00	$90,887
2	2.2	Provide Ongoing Training and Professional Learning time	Yes	$444,412.00	$434,700
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	$1,340,436.00	$1,340,171
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	$241,423.00	$230,000
2	2.5	Provide Parent Education Opportunities	Yes	$28,497.00	$30,000
2	2.6	Provide Parent Communication	Yes	$30,000.00	$22,000
3	3.1	Provide Instructional and Operational Technology	Yes	$999,118.00	$953,500
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	$4,191,519.00	$5,647,457
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	$148,470.00	$136,684

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	Yes	$2,939,022.00	$2,900,000
5	5.1	Individualized Support	No	$157,259.00	$88,000
5	5.2	Online CTE Pathway Program	No	$15,000.00	0
5	5.3	Supplemental Material and Supplies	No	$8,500.00	$8,500
6	6.1	Provide Opportunities for School Connectedness	No	$50,732.00	$23,000
7	7.1	Literacy and Math Intervention	No	$52,196.00	$43,600
8	8.1	Targeted Academic Tutoring and Intervention Support	No	$55,000.00	$123,000
8	8.2	Early Academic Intervention and School Readiness Support	No	$170,000.00	$140,000
8	8.3	Professional Development and Instructional Coaching for Educator Effectiveness	No	$210,000.00	$65,000
8	8.4	Behavioral, Social-Emotional, and Trauma-Informed Support Services with Bilingual and Behavioral Staff	No	$215,000.00	$167,000
8	8.5	Assessment and Benchmarking Systems to Monitor Student Progress	No	$3,000.00	$12,500

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$19,116,795.00	$19,116,795.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Safe and Supportive Environment (PBIS) to Engage Students	Yes	$1,180,076.00	$1,009,142		
1	1.2	Supplemental Instructional Materials	Yes	$220,938.00	$190,300		
1	1.3	Early Education Support for children 0-5 years of Age	Yes	$5,000.00	$5,000		
1	1.4	Intervention for Students NOT YET AT STANDARD	Yes	$1,984,617.00	$1,855,245		
1	1.5	Provide Literacy and Individualized Support	Yes	$429,230.00	$429,000		
1	1.6	College and Career Provide college and career experiences for students to prepare them for a variety of post-secondary options.	Yes	$1,057,906.00	$879,500		
1	1.7	Individualized Support for At Promise Males and Females	Yes	$500.00	$500		
1	1.8	Reading Intervention and Acceleration Services	Yes	$472,488.00	$472,488		
1	1.9	Support to Improve Pupil Attendance and Positive Behavior	Yes	$213,770.00	$200,000		
1	1.10	Provide Wrap Around Services to Support Student Learning	Yes	$1,867,537.00	$1,100,000		
1	1.11	Provide Broad Course of Study	Yes	$204,847.00	$277,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Provide Enrichment Services for students identified as Gifted and Talented (GATE)	Yes	$1,665.00	$900		
1	1.13	Provide Opportunities for Co-Curricular Programs	Yes	$705,289.00	$668,380		
1	1.14	Provide Support to Family Education Services	Yes	$122,072.00	$40,000		
1	1.15	English Learner Support for English Proficiency	Yes	$169,598.00	$169,598		
2	2.1	Provide Mentoring Support to Teachers	Yes	$118,365.00	$90,887		
2	2.2	Provide Ongoing Training and Professional Learning time	Yes	$444,412.00	$434,700		
2	2.3	Provide Professional Learning and Instructional Coaching Support	Yes	$1,340,436.00	$1,340,171		
2	2.4	Provide Categorical Program Staff to Coordinate Supplemental Services	Yes	$241,423.00	$230,000		
2	2.5	Provide Parent Education Opportunities	Yes	$28,497.00	$30,000		
2	2.6	Provide Parent Communication	Yes	$30,000.00	$22,000		
3	3.1	Provide Instructional and Operational Technology	Yes	$999,118.00	$953,500		
3	3.2	Provide and Enhance Adequate Facilities and Enrichment Activities	Yes	$4,191,519.00	$5,881,600		
3	3.3	Support the Collection and Analysis of Student Achievement Data	Yes	$148,470.00	$136,884		
4	4.1	Increase FTE to improve services to Foster Youth, English Learners, and Low Income students.	Yes	$2,939,022.00	$2,700,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$41,937,083		0.00	0.000%	$19,116,795.00	0.000%	45.584%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educato retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to EC Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

California Department of Education
November 2024

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION:	**ADMINISTRATIVE / ORGANIZATIONAL**
AGENDA ITEM:	**PUBLIC HEARING FOR PROPOSED 2026-27 BUDGET & BUDGET ATTACHMENT**
ATTACHMENTS:	**2026-27 BUDGET & BUDGET ATTACHMENT PRESENTED AT PUBLIC HEARING & POSTED ON DISTRICT WEBSITE**
FUNDING SOURCE:	**N/A**

DISCUSSION:

A public hearing must be conducted for the purpose of discussing the 2026-27 Proposed Budget & Budget Attachment for the Assigned & Unassigned Ending Fund Balances.

The proposed Budget Report online using the following link:

2025-26 Estimated & 2026-27 Budget

Hearing opened at: _____
Hearing closed at: _____

ITEM SUBMITTED AND APPROVED BY:	***Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer***
BOARD GOAL:	☐ **1. Achieve academic Excellence through high quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.** ☐ **2. Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.** ☒ **3. Create efficient and effective systems and educational practices that are innovative, accountable and proactive.**
RECOMMENDATION:	**The Superintendent recommends that the Board conduct a Public Hearing for input on the 2026-27 Proposed Budget & Budget Attachment.**
PROPOSED ACTION:	**CONDUCT HEARING**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CLOSED**

AGENDA ITEM: **PERSONNEL**

ATTACHMENTS: **PERSONNEL LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION:

Employment/Additional Positions/Hours, Promotions/Assignments, Leaves, Resignations/Retirements, Employee Discipline/Dismissal/Release. (Personnel Letter will be presented at the meeting during closed session.)

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

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the Personnel Letter**

PROPOSED ACTION: **APPROVE**

Item #: A

Educating Minds, Inspiring Futures
CUTLER OROSI JOINT UNIFIED SCHOOL DISTRICT

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Shannon Seaman
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Sunsie Tumacder
Assistant Superintendent
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Cutler-Orosi
Joint Unified
School District
12621 Avenue 416
Orosi Ca. 93647
Phone (559) 528-4781
Fax (559) 528-5132
www.cousd.org

TO: Board of Trustees

FROM: Sunsie Tumacder, Assistant Superintendent of Administrative Services

RE: Personnel Recommendations

DATE: June 11, 2026

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Office Assistant I at El Monte Middle School, effective May 26, 2026.
2. Teacher at Orosi High School for the 2026-2027 school year, pending verification and clearances.
3. Assistant Principal at Orosi High School, pending start date to be determined.
4. Learning Director at Golden Valley Elementary School, start date to be determined.
5. Appointment of Certificated and Classified Summer Staff for the 2025-2026 school year as per attached list.

PROMOTIONS/REASSIGNMENTS:

6. from 4-hour Special Ed Aide to 5.5-hour Special Ed Aide, effective May 26, 2026.
7. from Groundskeeper Bus Driver to Lead Custodian Bus Driver, effective June 1, 2026.

RESIGNATIONS/RETIREMENTS:

8. Basketball Coach at Orosi High School, resigned effective May 13, 2026.
9. Physical Education Technician, resigned effective June 30, 2026.
10. Teacher at Golden Valley Elementary School, is resigning effective June 5, 2026.
11. Teacher at El Monte Middle School, is retiring effective June 5, 2026.

LEAVES: (Statutory – For Informational Purposes):

12. Food Service Worker II at El Monte Middle School, on Maternity Leave beginning May 13, 2026 through 6-8 weeks post-partum.
13. Campus Security/Instructional Aide at Palm Elementary, on Maternity Leave beginning May 18, 2026 through 6-8 weeks post-partum.
14. Outreach Aide at Family Education Center, on Baby Bonding Leave beginning April 1, 2026 through May 15, 2026.
15. Board Certified Behavior Analyst at District Wide, on Baby Bonding Leave beginning May 20, 2026 through June 12, 2026.

Educating Minds, Inspiring Futures

CUTLER OROSI JOINT UNIFIED SCHOOL DISTRICT

16. Psychologist at Cutler Elementary, on Baby Bonding Leave beginning June 8, 2026 through June 17, 2026.

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Superintendent

Sheryanne Swanson
Assistant Superintendent
Educational Services

Sandie Fernandez
Assistant Superintendent
Administrative Services

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CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
June 11, 2026

AGENDA SECTION: **CLOSED SESSION**

AGENDA ITEM: **STUDENT EXPULSION, SUSPENSION, OR DISCIPLINARY ACTION OR OTHER ACTION INVOLVING PUPIL RECORDS (ED CODE 35146; 48912 (B); 48918 (C)**

ATTACHMENTS: **EXPULSION LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION:
The attached are Student Expulsion, Suspension, Disciplinary Action or Other Action Involving Pupil Records (Ed Code 35146; 48912(b); 48918(c). The following case is presented for discussion during the closed session. Action will be taken upon reconvening to open session.

ITEM SUBMITTED AND APPROVED BY: ***Name and title of administrator who reviewed and approved this item Shevonne Swanson, Administrative Assistant of Curriculum and Instruction:***

BOARD GOAL:

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

RECOMMENDATION: **The Superintendent recommends the Board approve the expulsion case.**

PROPOSED ACTION: **APPROVE**

Item #: D

Board of Trustees
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Karen Gonzalez
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Date: May 27, 2026

To: Micaela Macareno, Executive Assistant to the Superintendent

From: Elisa Arellano, Secretary to Student Services & Categorical Programs

CC: Sunsie Tumacder, Assistant Superintendent Administrative Services & Melissa Delgadillo, Director of Accountability, Student Services & Categorical Programs

Re: Expulsion(s) 1 case is being recommended for Suspension Expulsion. Request for the items to be added for the June 11, 2026, board meeting.

Case Number:	**Expulsion Recommendation: What type of Expulsion?**
2025-2026-05	Suspension Expulsion

Thank you,